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# REPORT
## OF THE
# Text-Books Committee

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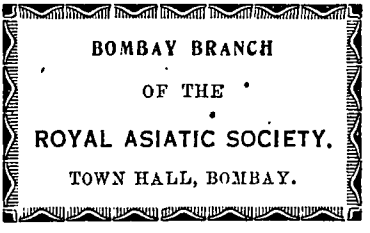


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# Report of the Committee appointed by the Government of Bombay in connection with the selection and preparation of text-books

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## PREFATORY NOTE

*Appointment of the Committee.*—The Government of Bombay appointed the following Committee in connection with the selection and preparation of text books by Government Resolution, Educational Department, No. 232, dated the 28th June, 1939 :—

*Officials :*

1. Mr. D. C. Pavate, M.A. (Cantab.), Educational Inspector, Central Division, Poona (*Chairman*).
2. Mr. Syed Nurullah, B.A., Dip. in Education (Leeds), M.Ed. (Leeds), Bar-at-Law, Assistant Director of Public Instruction, Bombay Province, Poona.
3. Miss Amy B. H. J. Rustomjee, M.A. (Cantab.), Inspectress of Girls' Schools, Bombay and Northern Division, Bombay.
4. Miss Sulabha Panandikar, M.A., M.Litt. (Cantab.), T.D. (London), Professor of Education, Secondary Training College, Bombay.
5. Mr. S. R. Tawde, M.A., T.Ed. (Columbia), Dip. Ed. (Oxon.), M.R.S.T. (London), Officiating Educational Inspector, Northern Division, Ahmedabad.
6. The Head Master, Training School for Men, Dharwar.
7. The Principal, P. R. Training College for Men, Ahmedabad.

*Non-Officials :*

1. Mrs. Lilavati K. Munshi, M.L.A.
2. Mr. S. L. Karandikar, M.A., LL.B., M.L.A.
3. Mr. M. K. Vora, M.A., LL.B.
4. Mr. S. A. Brelvi, Bar-at-Law.
5. Mr. Narhari D. Parikh.
6. Mr. Narsinh Prasad K. Bhat.
7. Mr. Shankar Dattatraya Javdekar.
8. Rao Saheb M. K. Karkhanis, B.A.
9. Mr. V. P. Limaye.
10. Mr. B. G. Jagtap, B.A., B.T.
11. Mr. L. R. Desai, B.A., B.T., T.D. (London), Special Officer for Basic Education (*Secretary*).

By a subsequent resolution [Government Resolution, Educational Department, No. 7015, dated the 10th October, 1939] Mr. N. G. Joshi, B.A., LL.B., M.L.A., Deputy Speaker, Bombay

Legislative Assembly, was appointed a member of the Committee.

After the Second Meeting, the following members resigned their appointments :—

1. Mrs. Lilavati K. Munshi, M.L.A.
2. Mr. M. K. Vora, M.A., LL.B.
3. Mr. Narhari D. Parikh.
4. Mr. Narsinh Prasad K. Bhat.
5. Mr. Shankar Dattatraya Javdekar.
6. Mr. V. P. Limaye.
7. Mr. N. G. Joshi, M.L.A.

The Government appointed the following members on the Committee [Government Resolution, Educational Department, No. 7015 of 27th November, 1940] :—

1. Professor D. R. Gadgil, M.A., M.Litt. (Cantab.).
2. Professor K. R. Kanitkar, M.A., B.Sc.
3. Miss R. Reuben, B.A.
4. Dr. G. S. Khair, M.A., Ph.D.

When Mr. L. R. Desai was transferred to Ahmedabad as Educational Inspector, Northern Division, Mr. V. P. Bokil, M.A., S.T.C.D., Assistant Educational Inspector, Central Division, was appointed as Secretary to the Committee, Mr. Desai being continued as an ordinary member [Government Resolution, Educational Department, No. 7015 of 5th April 1940].

2. The terms of reference were as follows :—

(*i*) To analyse the text books available in the market with a view to seeing whether they are written on any scientific basis and whether the particular basis is suitable and in case no suitable books are available, to invite prospective suitable writers and give them a rough outline of the requirements to enable them to prepare suitable books.

(*ii*) To consider the question as regards the number of sets of text books to be sanctioned for use in schools under public management.

(*iii*) To consider the question of payment of honoraria to writers as the copyright of the books to be approved by the Committee will vest in Government which will undertake their publication.

(*iv*) To consider and advise Government on the point whether an embargo should be put in future on the text books published by non-Government agency which are used

in private schools although they may be in the present approved lists published by the Director of Public Instruction.

(*v*) At present Government has laid down that they do not favour too frequent changes of text books in schools since this practice entails unnecessary expense on parents. The schools are, therefore, advised to retain the use of the same text books for at least three successive years, unless exceptional reasons make a change necessary.

The Committee should consider and advise Government whether the period prescribed requires any change and, if so, what the revised period should be and whether the rule should be discretionary as at present or whether it should be mandatory.

(*vi*) To advise Government as to the arrangements which should be made for publication of approved text books and suggest other matters connected with the foregoing terms or germane thereto.

The Committee was empowered to appoint Sub-Committees and to co-opt suitable men and women on those Sub-Committees.

3. *The work of the Committee.*—The Committee held ten meetings. At the first meeting on the 7th August, 1939, the following questionnaire was framed and then issued to the public :—

(*i*) Should there be one uniform set of Text Books in each subject in each language used in Primary and Secondary Schools in the Province ?

If not, why not ?

(*ii*) If you consider diversity of text books in a subject desirable, should there be a limit to the number of sets of text books in each subject in each language in Primary and Secondary schools ?

If so, what should be the limit ?

(*iii*) What should be the minimum period after which the text books might be changed or revised ?

(*iv*) (*a*) What has been the total cost per pupil on text books in all subjects used in each standard in Primary and Secondary schools ?

(*b*) What should be the maximum cost on text books (per pupil) in each standard ?

(*v*) What should be the agency of publishing text books so that the best books can be made available at the cheapest possible prices ?

(*vi*) Should there be any text books in subjects other than language (Readers) up to and including Primary Standard III ?

A Sub-Committee consisting of the following members was also appointed at the first meeting to draft the principles on the basis of which to analyse the text books available in the market as required in the first term of reference :—

1. Chairman.
2. Mr. Narhari D. Parikh.
3. Mr. V. P. Limaye.
4. Miss S. Panandikar.
5. Miss Amy B. H. J. Rustomjee.
6. Mr. S. D. Javadekar.
7. Secretary.

When the principles in accordance with which text books should be judged were decided upon, the question of scrutinising the existing books was taken up, and Sub-Committees for each language and each subject were appointed. The names of the members of these Sub-Committees and their findings have been given in Chapter IV. It will be seen from Appendix F that in all 1,332 books were examined. The Committee thought that it was neither necessary nor desirable to analyse the text books for Secondary Schools or Training Institutions, and confined itself to the scrutiny of text books meant for Primary Schools.

The answers received to our questionnaire were examined and arranged in a tabular form by Miss Rustomjee and Miss Panandikar. We also examined 19 witnesses on the questions relating to text books in primary schools. After carefully weighing the evidence, written and oral, decisions were taken by the Committee on the issues involved in the terms of reference. A Sub-Committee consisting of the following members was appointed to draft the report on the basis of these decisions :—

1. Mr. D. C. Pavate (*Chairman*).
2. Dr. G. S. Khair.
3. Miss Amy B. H. J. Rustomjee.
4. Miss S. Panandikar.
5. Mr. V. P. Bokil (*Secretary*).

This Sub-Committee was also asked to summarise and to put in proper form the principles in accordance with which text

books should be written and judged for the guidance of prospective authors and of the Divisional School Book Committees. These principles have been given in Chapter III as finally approved by the Committee.

We take this opportunity of thanking the witnesses* for the valuable evidence which they put before us, and all those educational associations* and persons who were good enough to furnish us with detailed information bearing on our inquiry. We desire to thank Mr. L. R. Desai who acted as Secretary from the beginning to April, 1940, and Mr. V. P. Bokil who was Secretary from April, 1940 to the completion of the report for the efficient manner in which they discharged their duties. Lastly we would like to place on record our appreciation of the services rendered by Mr. S. S. Khandagale, clerk to the Committee, who worked at very great pressure all along.

* *Vide* Appendices A and B.

# INTRODUCTION.

The subject referred to us was " The selection and preparation of text books " for use in schools under public management. It involves several problems which are momentous and significant. Is the quality of school books used at present as high as can be legitimately expected ? Is the price of school books reasonable i.e. such as an average parent can afford ? If reasonably cheap and good books are not being used in schools, is it that the methods at present employed in sanctioning and prescribing books do not lead to a wise selection ? Or is it that such books are not available in the market ? If they are nct available, is it because writers of school books are not fully aware of certain fundamental educational principles which must necessarily be followed in writing books for children ? These are some of the numerous problems involved in our terms of reference.

Text books, it is true, are not every thing, but they play a very important part in the education of children. The capacity to use a book for information or entertainment is the most valuable part of one's education. It is the habit of intelligent reading that is a distinguishing mark of an educated and cultured man. We agree entirely with the Consultative Committee in England when they say in their report on books in Public Elementary schools that " a child who, before his school days are over, has learnt to believe that books may be helpful assistants to whom he can turn for guidance and enlightenment, and who has read some books, not as a necessary drudgery, but with a zest and gusto, has been prepared in a not unimportant sphere of human interest, to receive of the best which the present generation can offer to its successors. He holds one of the keys of civilisation and has begun, in his small way, to be a citizen of the world ".

Only a good book can inspire in a child a genuine love of reading and fulfil its high mission. It must be a book that is good to handle, that by its attractive appearance pleases the eye and contains matter which grips the child mind. A good text book which makes a sure appeal to children's natural interests is a potent instrument in the hands of a teacher. It

goes more than half way towards making teaching efficient and successful.

Good books must also have a reasonably low price, if they are to be used by all children. It is this fact that is uppermost in the minds of those educationists and others interested in education, who favour uniformity of school text books. Nobody can deny that cheapness in the price of books is absolutely necessary in our country where the income of the average parent is very low. Every educationist will admit, however, that this cheapness, must never be achieved at the cost of the quality of books. "Uniformity of text books" as a matter of fact was advocated as a solution which would give both quality and cheapness without sacrificing one to the other.

We went carefully into the question of the price of books which the parents have to bear. We discussed this question mainly with reference to primary education, since the question of cost is much more significant from the point of view of the parents of pupils in primary schools. There is a general feeling that even though primary education is free for the majority of pupils, it proves to be costly to parents on account of the high expenditure on school books. Taking it for granted that the cost of books is rather heavy, it was felt that this cost was not only of the text books that a pupil has to buy but also of some other quite unnecessary books and material such as books of tables, a large number of note books, etc.

We considered in great detail the question of uniformity and how it might affect the price of books. On consulting experts in the printing and publishing line and discussing the question with them we came to the conclusion (discussed fully in Chapter VI) that the cost of a book does not appreciably decrease beyond the limit of about 25,000 copies in the case of well illustrated books. If 25,000 copies of a book can be sold, the publisher will be able to price the book reasonably low. It is in the light of this finding that the Committee has made its recommendation about a limit to the number of sets of text books to be sanctioned for each linguistic division.

The second general problem was the quality of primary school books in use at present. With regard to this point we have based our recommendation on a thorough scrutiny and analysis of primary school books in the four languages of the

Province. One of our terms of reference was "to analyse the text books available in the market with a view to seeing whether they are written on any scientific basis and whether the particular basis is suitable." The scrutiny of existing books revealed among other things,

(1) that there is a dearth of really good books as regards finish and attractiveness ;

(2) that even as regards matter and style there are very few sets of books which are written with a knowledge and appreciation of the child mind and which maintain a uniformly high standard.

On going into the reasons for this state of affairs we found that several factors were responsible for it.

First of all, the Divisional School Book Committees which are the sanctioning authorities work on a plan which, though it may have been efficient at one time, has ceased to be so now. In most cases, these are heterogeneous committees where every member is called upon to give his opinion on books on all subjects. Thus there is no scope for specialised expert opinion making its weight felt. As a result, books inferior in quality have got on to the sanctioned lists. To ensure greater efficiency in the selection and sanction of books we have recommended that these committees should be reconstructed and small sub-committees of impartial experts should be set up for each subject and the members should receive adequate remuneration for the work of reviewing books. The adoption of this recommendation will lead to efficiency in the selection of books and only books of real merit which come up to a high standard will be sanctioned for use.

Secondly it was realised that the prescribing authority was very often responsible for an unwise selection of text books to be prescribed in the district. There have been cases where books totally unsuitable for the pupils were prescribed. A reform of the constitution of the Divisional School Book Committees on the lines we have suggested together with the carrying out of the recommendation regarding the procedure of prescribing books in primary schools will lead to good books being prescribed in schools.

The fact that not many books of a high standard are available in the market is, to some extent, due to the imperfect knowledge of any general guiding principles on the part of writers

of school books. We, therefore, have given some general principles for the guidance of writers. Originally these were set down to guide ourselves in the scrutiny of books, for this scrutiny had to be thoroughly objective and uniform. These principles, we should like to point out, express no original views, but are merely certain fundamental educational principles assembled together. They should afford some real guidance to writers of school books.

We do not suggest any important change in regard to text books in secondary schools. We feel that in their case no limit in number to the sets sanctioned is necessary. A more vigorous insistence on good quality will bring about a better selection of books than is possible at present.

# CHAPTER I.

## Books in Primary Schools from 1820 to 1939.

A short account of the efforts made by Government in the past to produce text books in the regional languages of the Province will not be out of place in our report. Indeed, the question of the supply of school books is so closely bound up with educational progress that we can have a good idea of the progress of primary education during the last century from a study of the various types of school books in use. It is, therefore, proposed in the present chapter to give a brief sketch of the important stages in the history of text books in this Province.

After the fall of Bajirao II in 1818, Mountstuart Elphinstone, the Governor of Bombay, took up the question of education of the Presidency. It was a fortunate circumstance that a statesman of such enlightened views as Mr. Elphinstone was at the head of Bombay Government then. Despite the long and bitter struggle between English and the Indian languages raging then, he from the very beginning realised the importance of the supply of texts in Indian languages. Although convinced of the necessity of teaching English, he was by no means willing to make its cultivation the primary object of education in the Presidency. In 1820 "The Native School Book and School Society" came into being as a branch of the Bombay Education Society and Elphinstone made no effort to force English education upon its attention in preference to Indian. He directed that the provision of books and institution of schools primarily for the conveyance of knowledge in the language of the country should have the first claims upon the Society's energies. He also laid down that no specially written religious books should be provided apart from books of moral tendency.

2. Elphinstone also initiated an enquiry into the state of indigenous education in the Presidency and the Society mentioned above cooperated in this investigation. The investigators noted that the first and principal evil consisted in the deplorable deficiency of books for educational and mental development. A committee of the Society recommended the preparation and publication of books in Indian languages both for the elementary and more advanced stages of education. The former were to be in Indian languages and were to consist of works either translated from English or specially written from English originals. The advanced books might be in English. The need of books in Indian languages was, therefore, recognised as far back as 1820 and primary education in the Presidency thus received its first effective impulse from Elphinstone. With the assistance of Government, the Society engaged translators and writers and started the work of printing books by the Lithographic Presses (English and Balbodh).

3. The following were some of the books in the Society's depository in 1824 :—

(1) "Leepeedhaara" (a primer giving vernacular letters, their combinations, and words up to words of five syllables, prepared by Pandits in the Society's service)—in Gujarati and Marathi ;

(2) "Numerals", containing the numbers, multiplication tables, tables of weights and measures "after the system of the Marathi schools"—Marathi ;

(3) "Gunnit"—i.e. arithmetic on the European system—by Captain George Jervis—in two parts—in Gujarati and Marathi ;

(4) Advice to children (or Bodhvachun) (in short sentences) by Sadasiva Cassinath, Secretary to the Society ;

(5) A treatise on the management of schools by Captain Molesworth ; an adaptation of Lancaster's system—in Gujarati and Marathi ;

(6) Fables—in "Banyan" Gujarati and the same in "Parsi" Gujarati ;

(7) The "Panchopakhyan"—Marathi ;

(8) "Vidoor Netti" ; and

(9) "Ball Goshtee" (tales for children).

4. By 1832 the number of school books was greatly increased, chiefly by translations of English works. These included books on general knowledge, history of the Marathas, elementary mathematics, astronomy and geography. In 1833, a history of England in Gujarati and Marathi was added and in 1836 a book on "Padarth Vidnyan". It appears that, in the beginning, the Society published books only in Marathi and Gujarati ; but, on a proposal from the Sub-Collector of Dharwar in 1831, Kannada translations of some of the Society's elementary works began to appear. In 1827 "The Native School Book and School Society" changed its title to "The Bombay Education Society" and it continued to exist until 1840 when its activities came under the supervision of the new Board of Education. The books in Marathi and Gujarati were not confined to those used in primary schools ; they also included those used in normal classes. Translations of books on abstruse subjects came to be produced with a view to the propagation of knowledge. A list for 1845 contains, *inter alia*, books on chemistry, grammar and etymology, the Modes and Persians, mathematical geography and zoology.

5. The output of such books continued and they were used in schools all over the Presidency ; but even by the forties, it was beginning to be realised that books of this kind were not *ideal school books*. Many of them had been produced without reference to Indian needs or circumstances and by men who were not school masters. The books were not graded and were often mere translations of English works. Thus the idea of a series of language readers began to be mooted. Major Candy—an experienced educationalist and the author of the well-known

English-Marathi Dictionary—was entrusted with the preparation of the Marathi series. Three books only were originally planned by the Bombay Board of Education but subsequently the Department of Public Instruction which took the place of the Board raised the number to six. The series was commenced in 1857 and completed in 1861. In 1867 it was recast under the supervision of its compiler and a seventh book, chiefly containing lessons on scientific subjects, was composed by Mr. M. S. Gole in 1896.

6. In 1857, Mr. Howard, the then Director of Public Instruction, requested Mr. T. C. Hope, Educational Inspector, N. D. to forward a plan for the entire reconstruction of class books in Gujarati. Mr. Hope was a great educationist. He furnished a methodical plan for seven graded books to include in all about 1200 pages. The subject matter, pagination, length of the lessons, treatment and style were all methodically graduated.

The object of this series was to instruct and interest children by appealing to their natural interest, i.e., their own customs and their own country as well as to their equally natural curiosity regarding European and other countries, peoples and civilizations. It may be noted that the series was got written by Gujaratis for Gujaratis.

7. The Gujarati series was completed by 1860 and the Marathi series by 1861. The important point about these two series was that they were not mere translations of English or other books and that a good deal of the matter was original and supplied by Gujarati and Marathi scholars. The two series, particularly the Gujarati one, were prepared in accordance with traditions followed in Bombay of imparting thorough and comprehensive primary education in the mother-tongue. Mr. Hope's first book was on the new " Look and Say " method. These two series served as models for the series written subsequently in the other languages of the Province. The Sindhi and Kannada series based on the Marathi books appeared in due course. The first and second books were, however, original, being the work of a Kannada scholar. The Committee of 1873-74 revised them and stories of local interest were included in them. The salient feature of the Kannada series was that there were no poems in them and two separate books containing poems and published in 1869-71 were in use.

On the whole the four series were a great success and were unequalled anywhere in India in tone, scope, matter and general get-up—(*vide* page 32—Occasional Reports No. 2—by J. G. Covernton). Despite certain defects in the series such as a great straining after obvious moral effects, poor choice of subjects in the higher books, formal character of some of the lessons and indifferent quality of the poems specially written for the books, these series held the field till 1906, when new series were produced by the Covernton Committee.

8. Quite apart from the series of readers, many other text books were produced since 1855. In the four languages of the Presidency, histories,

geographies, grammars, arithmetics, maps, etc., were forthcoming, thanks largely to the initiative and indefatigable energy of Mr. Hope and Major Candy. Most of them were of great use to schools and they were also supplemented by other books written and published by non-departmental agencies. There were no special series for girls. A separate series was produced in the Modi character for rural Marathi schools.

9. The Revision Committee of 1903-05 presided over by Mr. J. G. Covernton, Educational Inspector, N. D., was appointed as a result of certain resolutions regarding school books passed by the Viceroy's Conference in 1901 and also as a result of the recommendations of the Divisional Conferences held in 1902. Its duties were not only to revise the old reading series with a view to bringing them up-to-date but also to prepare a girls' series and to reconstruct the Modi series. It may be noted here that for the first time in the history of school books in the Presidency, a single committee was entrusted with a task of preparing text books in all the four languages. It was thought that the "water-tight compartment" system was applied to the readers in the different languages of the Presidency involved a waste of power, barricaded each division against the free interchange of ideas with others and blocked the uniform application of improvements, which were likely to prove of common benefit.

Since the old series were the outcome of departmental effort Government decided that the revisory body should be a departmental one with powers to enlist extra-departmental assistance where and as it might be necessary. There were in all five members on this committee in addition to the Chairman—Mr. Covernton—one from each Division and a Muhammadan Deputy Educational Inspector to represent the Mussalman interests.

The committee organised a corps of educationists and scholars who were invited to contribute lessons in accordance with the lists of subjects and general directions issued by the committee. When the material was received, it was scrutinised and edited by the member of the committee particularly responsible and the President. This procedure was adopted, to a greater or less extent, in the composition of all the books of the four series for boys and of the three readers for girls. The primers and the first books were prepared direct by the Committee. In doubtful cases, the lessons were practically tested in a training college or elsewhere. Lessons in science and hygiene were prepared from data furnished in English. The Committee obtained advice on special points from appropriate experts, scholars and educationalists. Where the Committee felt certain lessons in one language to be better than those in another, they were translated from the one into the other. Conferences of scholars were convened to settle the vexed question raised by the orthographical difficulties in Marathi and Gujarati and endeavours were made to formulate rules which would provide a working basis satisfactory to all parties. The Committee decided that, in the revision of the four series, they should pay attention to the selection of passages

containing matter representative of the languages of the people and suited to their daily life and experience. They also introduced subjects dealing with the great historical past and civilization of India and of other countries. The books were arranged in sections as follows :—

(1) General or miscellaneous lessons including literary, moral, mythical, humorous, economic, hygienic and general historical subjects ;

(2) geographical and Indian historical matter, the former including physiographical as well as "political geography",

(3) lessons on natural objects, and phenomena, animals, simple physiology, simple facts connected with light, heat, steam, electricity, domestic articles, products, manufactures, etc. or (in books VI and VII) science lessons. The general lines on which all this subject matter was graduated were governed by the then existing departmental regulations specifying the curricula for the various primary standards. Each section became the equivalent of a separate and special reader.

10. The preparation of Infants' primers is always a matter of considerable difficulty. To teach children the letters at the beginning of their schooling is an educational problem which is extremely complicated inasmuch as they have to be taught not merely to recognise the symbols visually but also to commit their forms to memory in such a way as to be able to reproduce them either in combination or as detached letters. While the Hope series had ignored the alphabet as alphabet and tried to teach on what is still considered the more advanced system of "Look and Say" followed in Western countries today, the Covernton series favoured the older traditional methods and dealt with the alphabet singly, while rearranging letters according to their shape and elements, as their aim was to provide instruction in reading and writing concurrently.

11. *The Girls' Series.*—The question of the desirability of a separate series for girls was considered as far back as 1850. Dr. Buhler, Educational Inspector, N. D., pleaded for separate readers again in 1873 ; but the Department refused to commit itself to this innovation for several reasons. First of all the "Hope" series was considered equally suitable for both boys and girls in Gujarat. Secondly the education of girls generally had not made much progress although Gujarat was far ahead of the other Divisions in this respect. The number of girls in the higher standards was very small, and the issue of a girls' series was not likely to be a success financially. The question was again considered by the Covernton Committee in 1903-05. This Committee, while agreeing with their predecessors that a complete separate series for girls was unnecessary, decided to bring out a set of three readers for use in the three highest girls' standards. These books contained general

as well as special information, poetry, etc. and were to take the place of regular readers. As the education of girls had made considerable strides by that time, specialization in the instruction to be given to older girls was felt desirable by all interested in the education of girls. Taken as a whole the girls' readers were simpler in general treatment and narrower in the range of subjects than the boys'. It was considered by the public then that biographies illustrating the good deeds of great and virtuous women, accounts of their native land and its most distinguished sons and daughters, ethical stories and lessons inculcating modesty and sobriety of conduct and demeanour and poems of moral, national and religious tendencies would appeal to and benefit girls more than the wider topics of history, literature and science. Such lessons were provided. The Committee also introduced geographical lessons dealing with important natural phenomena, historical lessons giving the sketches of important rulers, particularly those of heroines in the Indian history, lessons in domestic economy and also on elementary physiology and hygiene.

12. The Covernton Committee also prepared another important series viz., the agricultural readers. This series consisted of a set of three books intended for standards III, IV and V of rural schools. They were prepared in English, in the first instance, by Mr. Knight of the Agricultural Department and were handed over to the Committee for translation and such rearrangement and editing from the educational point of view as might seem desirable.

13. *Publication.*—The old series (i.e. Hope's and Major Candy's and similar Kannada and Sindhi Series) had grown up separately and more or less gradually. The copy-right of those readers belonged to Government, who enjoyed a "practical monopoly of a very lucrative character". The printing, preparation of pictures, selection of papers, binding, type, etc., were arranged for by the Educational Department through the two Government Book Depôts in Bombay and Karachi. These Depôts stored the books and managed their sale. There were no coloured pictures in these books at all and most of the illustrations—which were only few and far between—were executed from blocks belonging to the Department. In this way Government secured to itself entire control over the reading series used in recognised schools all over the Presidency. The handsome profits that accrued from the sale of those books enabled the Department gradually to lower the prices, while at the same time raising the standard of quality in regard to type, paper, binding, and illustrations.

14. Government undertook the responsibility of publication in the way set forth in the preceding paragraph mainly because there was no firm -Indian or British—which could have turned out four similar series of equal merit and cheapness. When the Revision Committee of 1903-05 brought out the new series, there existed agencies able and willing to take on the duties of Government in regard to the publication and sale of these books. On the other hand to publish four series of new

readers including 32 books of about 6,000 pages simultaneously was a work of considerable magnitude and great difficulty. Hence it was decided to entrust the publication and sale of the new readers to a non-departmental agency. Thus Government, without divesting itself of its rights in its own property withdrew from the management of that property on a commercial basis and transferred that privilege to a private firm which could be trusted to carry out the work with equal or greater efficiency and without increasing the price to any appreciable extent. The firm eventually selected (after a most careful consideration of the applications received) was that of Messrs. Macmillan and Co. Government and the firm concluded an agreement based upon the following terms. The scope of the agreement was limited to the publication and sale of the four series for boys' schools; the firm was to be granted the sole rights of publication in respect of these readers for a term of ten years, paying Government in return a royalty of 10 per cent. on the retail price of all books sold; the firm was also to undertake the sale and storage of the readers; the firm guaranteed that the sale prices should be adjusted as far as possible in accordance with those previously obtaining and the aggregate cost to the pupils of any series should in no case exceed the rate charged for the highest priced of the old series; it also guaranteed that the new books should be "in no respect inferior in type, binding and general get-up" to the old; the work of publication was to be carried out under the general supervision of the Educational Department; and the firm agreed to permit such revision of the books as might be required by Government during the period under contract; the firm consented to utilise the services of local presses as far as was compatible with the standard of efficiency required by the Committee; samples of paper, type and binding were to be submitted to the Committee for approval prior to adoption for publication. All proofs were to be submitted to the Committee for correction; charges connected with the preparation of pictures, diagrams, type and other details of publication were to be borne by the firm; coloured pictures were to be inserted in the primer and Books I and II; all pictures were to be passed by the committee previous to publication.

In accordance with these terms, the printing was entrusted to well-known presses in Bombay and Mangalore. The primers included a number of "three colour process" pictures and had, therefore, to be finally printed in England. The texts of the primers were set up in this country and proofs on art paper were despatched to London from which photographs were taken and plates made from the latter. The coloured pictures for Books I and II were printed in England on sheets which were sent to the Indian presses for insertion in their places in the books printed locally. The number of illustrations was about 400 for the set of seven books exclusive of the primer.

15. The Convernton Revision Committee took a year and a half to finish its work from October 1903 to March 1905. The total cost on the Committee's activities amounted to Rs. 93,000 of which a sum of Rs. 9,700 was paid to contributors and translators.

The books of the Reading Series were priced at the following rates :—

| | Rs. | a. | p. |
|---|---|---|---|
| Primer .. .. .. | 0 | 2 | 6 |
| Book I .. .. .. | 0 | 2 | 6 |
| Book II .. .. .. | 0 | 3 | 6 |
| Book III .. .. .. | 0 | 6 | 0 |
| Book IV .. .. .. | 0 | 7 | 0 |
| Book V .. .. .. | 0 | 8 | 0 |
| Book VI .. .. .. | 0 | 10 | 0 |
| Book VII .. .. .. | 0 | 14 | 0 |

After the period of agreement with the Macmillan and Co. was over, fresh tenders were called for and the work of publication of the Departmental books was entrusted to a suitable firm. This procedure was in vogue right up to 1939, when the Department discontinued its readers altogether. The procedure briefly was to call for tenders for the publication of the Departmental books and the firm, whose tender was the lowest, was granted the sole right of publication, sale and distribution for a certain period, the work of publication being carried out under the general supervision of the Educational Department. Prior to 1920, Government received a royalty of 10 per cent. on the retail price of all books sold, the average amount thus received by Government being Rs. 21,000 per annum. From 1920 onwards, Government did not claim any royalty so that the prices of the books might be further lowered. Thus the burden of the parents and guardians of children who used these books was lightened.

16. Thus it will be seen that, for the first time in the history of education, systematic efforts were made by the Covernton Revision Committee to achieve uniformity of text books in the whole Presidency. Absolute uniformity, however, was impossible and the Committee's motto was "Uniformity tempered by local selection". The Committee permitted to each Division the exercise of its native genius while at the same time preserving intact the general organic plan for the combined series. There was no definite embargo on other publications or their use in schools at any time. When the control of primary education was with the Department only Departmental readers were used in primary schools and they were at that time the only books available. After the transfer of control of primary education to the Local Authorities under the Primary Education Act of 1923, the power to prescribe books was vested in the School Boards and it was after 1925 that the new series of readers and other books published by non-Department agency came into the market.

17. Quite apart from the Departmental publications, school-books were also published by independent writers. The number of such books in the early days was, however, very small. For the first time in the year 1901, lists of suitable books for schools were published by the

Department, and since then the use of unsanctioned books has been discontinued in all types of recognised schools. Text-Book Committees have existed in this Province from very early days and they have done the useful work of supplying, selecting and sanctioning school-books for the Education Department. These Committees received general guidance and even detailed instructions from the Government of India from time to time (1881-1884, -1901, -1907,-1920- ) and the Provincial Government was urged by the Government of India to enforce the rule that no school, Government, or private, aided or unaided, should use any book not sanctioned by them. Up to 1922, before placing any private publication in the regional language on the sanctioned list, the Vice-Principal of the Training College at every divisional headquarters used to make a detailed report on it and the book was then circulated among the members of the Divisional Text Book Committees along with the Vice-Principal's report. The Divisional Educational Inspector received the reports of the members on it and then passed them on to the Director of Public Instruction with his own observations for final orders. The whole work of reviewing school books was done by correspondence.

In 1924 the titles of the Text Book Committees were changed into "Provincial School Book Committee" and "Vernacular School Book Committees", because the Committees dealt with all books intended for use in schools, whether text books, library books or prize books. The Departmental monopoly in most of the school books ceased when the Government Book Depôts were abolished; only the reading series in the regional languages still remained for use in primary schools and the Department got them printed and published on contract basis by some private firms from time to time. The Bombay Primary Education Act was passed in 1923, by which the control of Primary Education was transferred to District and Municipal School Boards. The power of selecting and prescribing school books was also delegated to them [*vide* Rule 34 (K) of the Bombay Primary Education Rules, 1924]. And by the same time school-books on different subjects came to be written and published by private authors and publishers, and they were then sanctioned by the School Book Committees as text-books or library books or prize books.

18. The period of twenty years (from 1905 to 1925) saw a great upheaval in India and in particular in Bombay Presidency. The Educational Department established the Secondary Training College, Bombay, in 1905 and new ideas about educational theory and practice found their way out through that institution. The Indian languages came to be studied for some university examinations and literature, both in prose and poetry, received a fillip in those languages. Marked changes were also to be seen in social and political spheres, with the result that there was a general awakening among the people of the Presidency. Departmental readers and books also became a target of public criticism. The very fact that these readers contained lessons on subjects like history, geography and science went against them.

It was pointed out that the object of language readers was to foster a love for literature and the books which were a medley of general information on all subjects could hardly achieve that object. Moreover, separate books on history, geography, and science came to be written in large numbers, some of which at any rate could with advantage be used in primary schools. The uniformity in the four series, in spite of the variations allowed for social, historical and geographical peculiarities, was also a subject of criticism. Although separate pictures were provided in some cases where local divergences necessitated such a course, there were many common pictures which did not suit local conditions. Considerable literary activity was also in evidence in all the regional languages of the Province. The methods of approach to the teaching of the letters were also discussed by the educationalists. When, therefore, the monopoly of Departmental books came to an end with the transfer of control over primary education to the District Local Boards it was natural that a considerable output of school books on all subjects should be forthcoming in every region.

## CHAPTER II.

### The Present Position.

19. The present Provincial School Book Committee is composed of 22 members including the Director of Public Instruction who is the President. Of these 8 are non-officials and 14 are officials. The committee consists of one Standing Sub-Committee and six Special Sub-Committees for Science, Sanskrit and Prakrit, Persian and Arabic, Mathematics, Drawing and Manual Training and special subjects of Girls' schools. The Standing Sub-Committee includes a Divisional Inspector nominated by the Director of Public Instruction, the Principal, Secondary Training College, Bombay, the head of a High School recognised by the Educational Department to be nominated by Government and the head of a recognised High School to be nominated by the Syndicate of the Bombay University. Nominated members serve on the Committee for three years and are eligible for re-nomination. The Provincial School Book Committee considers all questions concerning books to be used in Secondary Schools other than books relating purely to recognised regional languages. The Standing Sub-Committee meets once a quarter; but the members of the other Special Sub-Committees send their reports in writing and meet only when they are specially summoned. Books on technical or industrial education are referred to the Committee of Direction for Technical Education, those on commercial subjects to the Principal, Sydenham College of Commerce and Economics and those on Agriculture to the Agricultural Department. The following table shows the work done by the Provincial School Book Committee during the year 1940-41 :—

| No. of books received including opening balance. | No. of books disposed of | | Books sanctioned as | | | Balance. |
|---|---|---|---|---|---|---|
| | Sanctioned. | Rejected. | Text books. | Pupils' Library books. | Teachers Library books. | |
| 313 | 259 | 32 | 93 | 125 | 41 | 22 |

Books other than those sanctioned by the Department are not allowed to be used in any Government or Non-Government recognised schools. The only improvement we suggest for books for secondary schools is that no sanction should be necessary for books for the teachers' library as the Head Masters are in a position to choose books suited to the requirements of their teachers.

20. There are at present four Divisional School Book Committees, dealing with books in Marathi, Gujarati, Kannada and Urdu. [The old Sindhi Committee is no longer connected with this Province]. The head quarters of these committees are Poona, Ahmedabad, Dharwar

and Bombay respectively. Each of these committees is composed of ten members nominated by the Director of Public Instruction for a term of three years; of these more than half are generally non-officials. The School Book Committees are mainly consultative bodies and their function is to advise the Department on questions referred to them by the President, who is generally the Educational Inspector of the Division. Quarterly meetings are held and copies of the books received from the authors and publishers are circulated among all the members. There are no Sub-Committees for the different subjects as in the Provincial School Book Committee; and all the members are expected to read and review all the books before the Committee. The Educational Inspector, Bombay Division, is the President of the Urdu School Book Committee. The Hindustani School Book Committee was set up during the year 1939-40 in consequence of the decision of Government that Hindustani should be recognised as a Language of this Province; and this Committee was constituted generally on the lines of the other School Book Committees for the regional languages. The Hindustani School Book Committee has since been replaced by the Provincial Board of Education in Hindustani. The following table shows the work done by these School Book Committees during the year 1940-41 :—

| | No. of books received including the opening balance. | No. of books disposed of | | | | Balance. |
|---|---|---|---|---|---|---|
| | | Sanctioned. | | | Rejected. | |
| | | Text Books. | Teachers' Library. | Pupils' Library. | | |
| Urdu School Book Committee | 168 | 34 | 45 | 67 | 20 | 2 |
| Marathi do. .. | 330 | 113 | 141 | 32 | 44 | .. |
| Gujarati do. .. | 345 | 56 | 34 | 157 | 28 | 70 |
| Kannada do. .. | 156 | 47 | 20 (+26) | 58 | 3 | 2 |
| Provincial Board for Education in Hindustani .. | 164 | 8 | 90 | 41 | 25 | .. |

No books other than those sanctioned by the Department are allowed to be used in any Government or approved school or any school maintained by a Local Authority. Up to 1934 the School Book Committees sanctioned the books submitted to them according to their suitability as (1) text-books, (2) supplementary readers, (3) scholars' library books,

(4) teachers' library books or (5) prize books. This classification was considered to be too elaborate and Government by their Notification No. 1982 of 4th July, 1934, reduced the number of classes to three—(1) Text Books, (2) Pupils' Library Books, and (3) Teachers' Library Books and ordered that the pupils' library books could be used as supplementary readers and prize books. This classification is still being used by the present School Book Committees. In this connection it has to be noted that all pupils' library books are not suitable as supplementary readers. So also prize books are expected to be specially got up and to have an attractive appearance and hence they form a class by themselves. The present classification, therefore, does not seem to be satisfactory.

21. It is interesting to see whether the purpose for which the books are sanctioned by the Committee is the same as that for which they were submitted by the publishers. The following table shows the number of books sanctioned for the same purpose as that for which they were submitted and also those sanctioned for a different purpose from that mentioned in the publisher's application :—

[*1940-41*]

| Committee. | Books received. | Books sanctioned for the purpose mentioned in the application. | Books sanctioned for a different purpose. | Books rejected. | Closing balance. |
|---|---|---|---|---|---|
| Urdu .. .. | 168 | 146 | .. | 20 | 2 |
| Marathi .. .. | 330 | 205 | 81 | 44 | .. |
| Gujarati .. .. | 345 | 213 | 34 | 28 | 70 |
| Kannada .. .. | 156 | 53 | 98 | 3 | 2 |
| Hindustani .. .. | 164 | 8 | 131 | 25 | .. |
| Total .. | 1,163 | 625 | 344 | 120 | 74 |

It has been represented to us that this procedure is irregular; the Committee should either sanction a book for the purpose for which it is submitted or reject it altogether; it should not go out of the way and sanction it for a purpose different from the one for which the book was submitted by the publisher. The publisher's application is never sent

to the members of the Committee nor are they informed of the purpose for which sanction is solicited. On the other hand it is contended that if the members are made aware of the purpose, it will amount to prejudicing their minds either in favour of or against the application. The members are expected to review the book thoroughly and to find out for what purpose it is suitable. Thus they are sent copies of the book and requested to report on the suitability of the book as (1) text book or (2) pupils' library book or (3) teachers' library book. It is true that when all the reports are considered at a meeting, the publishers' application can be laid upon the table and that the final decision can be taken with reference to it. If the decision is taken only in respect of the purpose mentioned in the application it may happen that the publishers on getting a negative decision in the case of one application will resubmit it for sanction for another purpose and then for the third if necessary or will mention all the three purposes in their application for each book. *Thus it seems that the present procedure of reviewing each book independently of the purpose for which the book is submitted and sanctioning it for what it is worth is not unsatisfactory.*

22. The members of School Book Committees are not paid any remuneration for the work of reviewing the books sent to them. The Government officers on the Committee have to do the work of reviewing books in addition to their main duty and thus are not in a position to do it with the necessary thoroughness and efficiency and very often have either to read the books hurriedly or to entrust the reading to their assistants and to accept their opinion. The non-official members are also busy with their own work and have to spare time from their leisure hours for the scrutiny of books. Thus every member is required to do this work of reviewing the books for the Committee as extra work over and above his or her usual duties. Moreover, the number of books to be scrutinised by the Divisional School Book Committees is very large and to send detailed and critical reviews on them entails hard work on the part of every member of the Committee. The need and importance of an efficient and impartial review of the books by each member of the Committee cannot be overemphasized. Many witnesses have pointed out that the present unsatisfactory position is mostly due to the indifferent way in which books have been reviewed and sanctioned. Our own scrutiny shows that a number of books in almost all subjects have found place on the sanctioned list despite their unsuitability in regard to language and treatment of the subject-matter [*vide* Chapter IV]. The need of entrusting the work of scrutinising books to experts who could be relied upon to devote sufficient time and attention to them is all the greater, because the Chairman of a Divisional School Book Committee has at times no adequate knowledge of the language in which the books are written. In such cases, the standard of text books on the sanctioned list entirely depends on the capacity and judgment of the members on whose opinions the Chairman has to rely. If efficiency and impartiality are to be insisted on, the members who take the trouble to read the books should, in fairness, be adequately remunerated for

their work. Most of the witnesses examined by the Committee suggested that the members of all the School Book Committees should be paid in proportion to the number of books reviewed by them. Only then could better work be expected of them.

23. The number of books submitted to the School Book Committees is increasing every year; in the Central and Northern Divisions they are to be counted by hundreds. All these books are, however, not original compositions. Many of them present hardly any new aspect of the subject or follow any new method of treatment, but are mere imitations of some book already sanctioned. The School Book Committees, even if convinced of the inferiority of such books, do not reject them, because under the present system no minimum requirements including originality in treatment or approach are laid down. Hence there are several instances in which the same author or set of authors have produced books on almost all subjects of the curriculum which have been put on the sanctioned list. The present system has led to the sanctioned list being overburdened with a large number of books which are unsatisfactory and it has thus become possible for mediocrity to get preference over genuine merit. In this connection it has been represented to us that new text books should necessarily be improvements on those already sanctioned as text books and that only such books should be sanctioned by the School Book Committees. More imitations should not be put on the sanctioned list. *We are in agreement with this view.*

24. The prescribing agencies are at present chiefly three. The Educational Inspector prescribes text books for the Government [Primary or Secondary] schools and Training Institutions in his own Division. Private Managements and Associations appoint text books for their own schools [Primary and Secondary] and School Boards—Municipal and District—prescribe text books for the Primary schools in their own jurisdiction. For Local Authority schools the Administrative Officer has to recommend two or three alternative text books or sets of text books and the School Board is the final authority for prescribing any of them. The School Board can, with the previous sanction of the Department, go beyond the Administrative Officer's recommendations and prescribe any other books. All these agencies are required to select text books only from the list of text books sanctioned by the Department. Text books once appointed have to be continued for three years [*vide* P. E. Rule 34 (4)].

Several charges have been made by some witnesses against the School Boards in regard to the manner in which they prescribe school books. These charges are—

(1) the frequent changes of text books;

(2) the appointment of text books [by way of supplementary readers] from the list of books for pupils' library and teachers' library;

(3) the appointment of text books which have not been sanctioned for any purpose.

| Kind of School Boards. | Number of School Boards which changed text books or supplementary Readers during the period 1936-37 to 1941-42 in contravention of the departmental Circular and the provisions of Primary Education Rule 34 (*k*). | Number of School Boards which prescribed the books of the following 3 catagories during the period 1936-37 to 1941-42 for use in schools as text books or supplementary Readers. | | | Remarks. |
|---|---|---|---|---|---|
| | | Books sanctioned for Teachers' Libraries. | Books sanctioned for Pupils' Libraries. | Unsanctioned books, i.e., books not sanctioned for any of the purposes. | |
| (1) District School Boards (total number 20). | 13 | 5 | 4 | 6 | We have no information on the subject from one District School Board (out of 20) and one Municipal School Board (out of 18). |
| (2) Local Authority Municipal School Boards (total number 18). | 12 | 4 | 1 | 2 | |

The above table shows the extent to which these charges are true. We understand that of the School Boards which changed books infringing the rule of three years, 7 District School Boards and 5 Municipal School Boards had obtained the previous permission of the Director of Public Instruction before doing so. The present Primary Education Rule 34 (*k*) makes it quite clear that except with the previous sanction of the Director of Public Instruction no text book once selected shall be changed before the expiry of three academic years from the date of such selection and this is a good rule. *The Committee is of opinion that the present rule is good and the restriction of three academic years for any change in text books should remain in force.*

There have been instances of School Boards prescribing supplementary readers from the list of books meant for teachers' library. A few School Boards have prescribed during the last six years supplementary readers in subjects like Geography, Grammar, Nature Study and Science. This shows that the object of supplementary readers has not been fully understood by such School Boards. Some Boards have even prescribed books not sanctioned for any purpose by the Department as either text books or supplementary readers. Two of such Boards prescribed books which they "could not use because they were not printed at all". The three irregularities, viz., frequency of change, use of unsanctioned books as text books and prescription of unsuitable books as text books or supplementary readers can be set right by Departmental action. Under the Amended Act of 1938, Departmental action can also be more effective as the Administrative Officer is a Government Officer under the disciplinary control of the Department.

25. We suggest a radical reconstruction of the Divisional School Book Committees. The Department should devise a machinery to

secure that the best possible books only are put on the sanctioned list. For the purpose of reviewing school books in each regional language, sub-committees of experts [ordinarily consisting of three persons] in each subject should be set up on the lines of the Provincial School Book Committee. All books received for sanction should be sent by the Educational Inspector concerned to the appropriate sub-committee for detailed review. On obtaining such reviews from the sub-committee, the Educational Inspector should collate the opinions contained in the reviews and give his final decision in a meeting of the sub-committee. Pictures and other illustrations should be got examined by a competent authority. These sub-committees should meet at least twice a year. It is neither necessary nor desirable to communicate reviews of books to the authors and publishers. The standard of the books used in primary schools depends on the ability, integrity, experience, scholarship and impartiality of the experts appointed to review the books. The greatest possible care should, therefore, be taken to select the right type of persons. It should be laid down that no book written, edited, or published by a member of a School Book Committee shall during his membership be considered by the Committee for sanction as a text book or supplementary reader. *This rule should apply to the members of the Sub-Committees of the Provincial School Book Committee as well as to those of the Divisional School Book Committees.* In order to prevent frivolous books being sent up for scrutiny as well as to meet a part of the expenditure on the committees, we suggest that fees should be charged for all books which seek Departmental sanction. Each book submitted for sanction should be accompanied by a fee at the following rates :—

For a book of 100 pages or less, Rs. 10 and for every additional 100 pages or less, Rs. 10.

Typewritten manuscripts with original diagrams, pictures and other illustrations may be accepted at the discretion of the Committee on payment of Rs. 75 for each book and considered for provisional sanction. The book should be submitted again for final sanction after it is printed.

To avoid the present confusion regarding the use of supplementary readers, we suggest the following classification for sanctioning school books in primary schools :—

(*a*) Text Books.

(*b*) Supplementary readers (i.e., books of general interest of varied character, containing stories of various kinds dealing with Nature, Travel, Adventure and so on).

(*c*) Teachers' library books (i.e., books which are intended to serve as reference books, books on pedagogy, etc.).

(*d*) Pupils' library books.

Books falling under (*a*), (*b*) and (*d*) may be used as prize books.

26. We do not consider that any great change in the present procedure of prescribing text books is called for. The Divisional School Book

Committees weed out all unsuitable books and put only appropriate books in the four classes mentioned above, the prescribing authorities cannot possibly prescribe wrong books. The Department is expected to exercise strict supervision over this matter. *So far as the Local Authority schools are concerned, the Administrative Officer should be required to read the books carefully before recommending them to the School Board and should ordinarily send a list of at least three books in each subject for each standard to the School Board and should at the same time submit a copy of the list to the Educational Inspector concerned. As soon as the School Board takes a decision, the Administrative Officer should communicate it to the Educational Inspector at least a week before issuing a circular in the matter to the schools.* The School Boards should be required to take a decision at least two months before the beginning of the school year. This will enable the Department to take suitable action promptly wherever and whenever necessary. If a member of the School Board has any financial interest in the sale of a book recommended by the Administrative Officer, he should not take part in the discussion of and voting on such a book.

27. Some School Boards [and authorities] have been found to be using books from different series of language readers for different standards in their schools just with a view to patronising different authors with the result that the same set of children have to go through different series as they go from class to class and hence sufficient attention cannot be paid to gradation and choice of material which sometimes overlaps from book to book. This is not a desirable state of affairs. Each series has its own plan and method and books of the same series should be used at least for one complete stage in the school—Infants to standard IV or Standards V to VII. *And the books in each series should be introduced step by step; so that a group of children reading a book from one series in a class get the next book in the same series to read next year in the higher class. Similarly if a series is to be replaced by another one, it should be done step by step.* The lowest book of the series should be discontinued in the first year, the next book in the second year and so on. The same procedure should be followed even when the series is removed from the sanctioned list.

# CHAPTER III.

## The Basis for Writing and Judging Text-books.

28. In accordance with the first term of reference, the Committee was required to see whether the text books available in the market were written on any "scientific basis" and whether the particular basis was suitable. The Committee, therefore, had to lay down certain principles on which the existing text books could be judged. Broadly speaking school text books should fulfil definite requisites in three fields—pedagogical, technical and economic. The economic considerations are discussed in a separate Chapter, so that we are concerned in this Chapter only with the pedagogical and technical requirements.

While preparing and selecting text books, the following *pedagogical* requirements have to be taken into consideration:—

(1) Correctness and accuracy of the subject-matter;

(2) Psychological gradation of the contents according to the age and development of children;

(3) Choice of language and style in keeping with the range of child-vocabulary; and

(4) Use of standard language.

After giving careful thought to these aspects of the pedagogical requirements of school text books, the Committee laid down the following principles on which text books should be written and judged in each subject so far as primary schools are concerned.

### Language.

29. The general lines for language text books laid down by the Committee are:—

*Infants and Standard I Readers.*—Reading should be introduced through story method or sentence method or word method. Words and sentences should be connected round a topic with which children are familiar and in which they are interested.

In the Infants and Standard I Readers, sentences should not ordinarily go over the line; if there is a long sentence, it should be printed in such a way that no phrase is broken up between lines.

In these books, there should be devices which help reading with understanding such as practical instructions interpreted and carried out, exercises with things to do, pictures to be cut or coloured etc.

*Subject-matter or Content and Form.*—(1) The same system of spelling should be followed consistently in a series of readers.

(2) Care should be taken in the correct use of punctuation marks at all stages.

(3) The language, topics and the content should be suitable to the age, level of understanding, power of appreciation and environment of the pupils for whom the book is written.

(4) Idiom and vocabulary should be such as would be understood by children for whom the readers are meant. Language should be graded, gradually becoming richer, both in the expression and the treatment of the subject-matter.

(5) Artistic presentation and expression should be insisted on; the imparting of information should not be the main objective.

(6) The subject-matter should gradually extend the outlook and sphere of interest of the pupil.

(7) The lessons should be in harmony with ethical ideals and national culture. These should not be treated in a direct, didactic manner.

(8) The series as a whole should deal, among others, with the following topics :—

(*a*) Appreciation of natural beauty.

(*b*) Appreciation of works of Art.

(*c*) Achievements of Science.

(*d*) Travel and Adventure, Description of interesting places.

(*e*) Scenes from village and town life.

(*f*) Folk tales, myths and legends of all lands.

(*g*) Stories from History.

(*h*) Stories from lives of Great Men such as saints, inventors, explorers, scientists, warriors, and statesmen.

(*i*) Stories of everyday life.

(*j*) Stories from animal life and plant life.

(*k*) Descriptions of manners and customs of people in various countries.

(*l*) Description of Festivals.

(*m*) Crafts and Craftsmen at work.

(*n*) Industries.

(*o*) Sanitation and Hygiene.

*Poems.* In the poems selected there should be variety of form and content. Infants and Standard I Reader should include nursery rhymes. The poems selected should be good of their own kind.

*Exercises.*—There should be exercises which will lead children to think for themselves and to develop habits of study.

*Grammar and Composition.*—Grammar and Composition should be dealt with together in one and the same book. These books should deal with grammar in close relation to composition and reading. The books should attempt to teach only such grammar as will be of practical use in composition and reading. Abstruse and subtle intricacies of grammar should not be taken up for treatment.

Grammar should be taught on a concentric basis, giving a simple and general treatment of analysis and the parts of speech at the first stage to be followed by a more detailed treatment at the next stage. The grammar portion should deal with the function of words or phrases as used in sentences. This function must be defined in clear and simple language. The definitions should be deduced either (*a*) analytically, through analysing words or phrases as they occur in a given passage or (*b*) synthetically, through leading the pupil to use certain types of words, etc., in his own sentences. In either case it would be desirable to have a connected paragraph (or connected sentences) which will appeal to children for their content rather than a string of sentences entirely unconnected with one another. Instead of making the same approach to every aspect of grammar it would be advisable if different methods as outlined in (*a*) and (*b*) were used.

*Exercises.*—The books should contain a considerable number of varied exercises for oral as well as written work. In addition to the given exercises, directions should be given for using the class readers for similar exercises.

Besides the usual drill exercises for practising usages, there should be language exercises leading to the development of better (richer and more idiomatic) expression.

The books should contain at least two grades of exercises, those in the advanced grade meant for pupils with greater aptitude of expression.

*Composition.*—The teaching of composition should be based on a study of stimulating model passages of varied types and on different themes chosen from good literature.

The books should include a comprehensive list of composition exercises of varied types—descriptive, narrative, argumentative and imaginative. Some of these should be meant for oral work in class.

"Model" essays on stock subjects should not be given in composition books.

Suggestions for speech practice, topics for short speeches, debates, etc., should be included. These should be of a great variety.

*Supplementary Readers*.—These books are meant for general reading and should be written in such a way as to increase children's knowledge and to appeal to their interest. They should foster a love for reading and train children in the use of books. They should contain tales of adventures, nature stories, fairy tales as well as lives of scientists and explorers. While writing a supplementary reader for a particular standard, care should be taken to see that the contents of the book are in keeping with the understanding capacity of the children for whom it is meant.

**History.**

30. (1) On no account should historical truth be sacrificed or distorted. Narration should be firmly entrenched on ascertained facts presented in an impartial manner. In the presentation of historical events the civic value of history teaching should be kept in view.

(2) Treatment of old animosities should be tactful so as to avoid any likelihood of communal and class bitterness or acrimony.

(3) In the teaching of history special attention should be paid to the development of the people, their reactions to their natural, social and political environment, their ideas, their manners and customs, their cultural achievements and the growth of the arts of peace including industries, commerce, means of communication and the advancement of positive sciences, their laws and their literature and their various institutions.

(4) During the vast expanse of our history, we have come in contact with peoples of various countries. A text-book on Indian History should show briefly but clearly the nature of civilization and historical achievements of these peoples who have influenced the course of Indian History from time to time.

(5) At higher stages references to original sources should be copiously given and where possible interesting and suitable quotations should be inserted.

(6) In the higher stages history may be treated backwards, i.e., the present should be depicted as the effect and natural development of the happenings of the past.

(7) In the early stages history should be treated in the form of stories of the lives of outstanding historical personages.

(8) History books should carry sketch maps which clearly show the salient features needed for the topics under discussion and should contain copious illustrations.

**Geography.**

31. (1) Geography should be treated on a regional basis.

(2) The human aspect or the influence of environment on the life of man should be stressed throughout.

(3) Instructions and suggestions should be given in order to correlate the matters being dealt with, with local geography.

(4) No country or region should be dealt with in isolation, but must be compared and contrasted with others, preferably the home region.

(5) The books must choose facts of real geographical significance and contain accurate statistical data.

(6) All aspects of geography, commercial, economic, physical and historical, should be treated; but not necessarily at one and the same stage.

(7) Definition and nomenclature of geography should be introduced incidentally as and when the need arises.

(8) Exercises should encourage thought rather than test memory.

(9) Exercises on map and geographical picture reading should be included at all stages.

(10) Illustrations, including diagrams and maps, should be simple, accurate and up-to-date and should be inserted at the correct place.

**Atlases.**

(1) Atlases should contain maps showing :—

(*i*) population,
(*ii*) physical features,
(*iii*) climate, temperature, rainfall, summer and winter,
(*iv*) vegetation,
(*v*) agricultural resources,
(*vi*) mineral resources,
(*vii*) industries,
(*viii*) political divisions and important towns, and
(*ix*) communications.

(2) All maps must be accurate and clear.

(3) All maps must show lines of latitude and longitude and should show clearly the scale to which they are drawn. If possible, the distance between two known places, such, e.g., as Bombay and Surat, or Bombay and Poona, or Bombay and Nasik, should be shown on the same scale.

(4) The maps should be in standard orographical colours.

(5) Every atlas should have an index.

**Arithmetic.**

32. In Arithmetic especially up to the fourth standard of primary schools, there should be separate books for pupils and teachers.

The pupils' books should be a collection of exercises only. Answers, if given, should be at the end of the book.

The teachers' books should contain exposition of method, exercises meant for pupils and answers thereto. They should also contain general information on the topics or subjects treated. This information should not be merely theoretical but practical and related to life.

Books for the upper classes for pupils may have some short notes on the topic and may have illustrative examples. These notes and illustrative examples should be as short and as practical as possible. The teachers' books should be exhaustive and give details regarding method and information and the subject-matter should be treated from different points of view. The various devices and models ordinarily used or advocated to be used in the class-room should be suggested in the teachers' books.

There should be no objection to using algebraic methods in solving problems in arithmetic.

Every pupils' series should be accompanied by a teachers' series.

*Exercises.*—(1) There should be a sufficiency of graded exercises.

(2) They should be related to child life and interest.

(3) They should be based on the actual condition in life—Agriculture, Marketing, Handicrafts, Household problems, Commerce and Industry.

(4) There should be a sufficiency of revision exercises. They should not be placed merely at the end of the book but should be at different stages in the study of the subject during the year. These revision exercises should not be arranged according to topics.

(5) There should be sufficient number of exercises for oral work on each topic.

(6) There should be a sense of reality in all exercises.

(7) The language of the problem should be clear, simple and unequivocal.

**Geometry.**

33. Geometry should not be taken as synonymous with Euclid. Experimental geometry should come first and should aim at giving—

(*i*) a knowledge of geometrical facts;

(*ii*) the rudiments of the power to make and understand geometrical arguments.

There should be a sufficiency of exercises for practical and constructional work.

Practical work should include a certain amount of three dimensional geometry of a simple character. It should also include surveying, measuring, heights and distances and should be based on actual outdoor field work.

Theoretical part should be arranged in a way that is logically complete, based on a body of axioms and assumptions which are not self-contradictory. There should be well graded exercises (riders, constructions and calculations) for each group of theorems. This part should include essential ruler and compass constructions.

Diagrams should be clear and properly lettered.

**Science.**

34. *Physical and Biological.*—Text-books in Science should contain up-to-date and accurate information written in straightforward and simple but interesting language.

In the treatment of Scientific problems, the following points should be noted:—

Scientific principles should be evolved from practical applications of Science in everyday life and from experiments performed in the laboratory either by children or by teachers. Experiment should ordinarily precede deduction. Every scientific principle evolved in this way should be applied to common appliances in the school and home. Thus the method should more or less be inducto-deductive and should not be merely inductive or deductive.

*Historical and Biographical.*—Humanistic—aspects of science should receive attention.

A sufficiency of interesting experiments to be performed by the pupils and/or teachers (for demonstrations) should be suggested to facilitate enunciation of the principle. Instructions about the conduct of experiments and the method of reporting them fully should be clearly and accurately given. While giving these suggestions care should be taken to see that the pupils are not deprived of the opportunity of learning scientific principles and truths for themselves from the study of the results of the experiments suggested.

Detailed instructions should be given for making and improvising apparatus, making of models from easily available material and charts giving in a clear but picturesque way the information learnt.

Diagrams should be sectional and clear. They should be sufficiently illustrative, accurate and properly placed in the book in relation to the subject-matter. The scale of proportion should be given under the diagrams.

Stories of pioneers of Science or biographies of Scientists should be given in simple but interesting language.

A good many exercises should be given at the end of each Chapter or Section to encourage individual work by children and to enable them to appreciate and understand the Science of common things.

*Nature-Study.*—(1) No text books are necessary for the lower primary stage, but teachers' handbooks should be available giving accurate information and instructions for methods of observation and record of such observations of Nature, whether animate or inanimate.

(2) They should also contain historical information about the progressive development of man and his understanding and conquest of the forces of Nature and give simple biographical information about men and women who have contributed to this development.

(3) They should give details of experiments that can be performed with simple home-made apparatus to demonstrate various scientific problems and principles.

(4) They should give instructions for making various models necessary for the proper study of the subject.

(5) They should have a wealth of exercises for the application of principles of the science studied.

(6) Pictures and diagrams should be clear and accurate.

**Technical Requisites.**

35. A good text-book should possess qualities that appeal to children. Two factors must be primarily considered in this respect :—

(*i*) General get-up—attractive exterior and quality of paper used.

(*ii*) Illustrative material (based on action when possible).

The binding and paper should be capable of hard wear. The cover paper should be strong and durable. Clothback should be used for books of six or more forms and for books which are intended for use by the same pupil in two or more standards. For bigger books thread stitching is necessary for durability.

The books should be attractive in appearance, clearly printed and well illustrated. Pictures should be based on action whenever possible. The illustrations should be clear and simple in treatment. There should be as many coloured and other illustrations as are economically possible in all text-books. There should be more illustrations in books meant for lower standards.

*Size.*—We suggest that Demy 8vo ($8\frac{3}{4}'' \times 5\frac{5}{8}''$) should be adopted for the Infant Primer. For other books (Readers as well as books on History, Geography, Science and Mathematics) the present size Crown 8vo ($7\frac{1}{2}'' \times 5''$) is suitable and should be retained.

*Paper.*—For Language Readers "Super Calendered" Double Demy 44 lbs. paper with a substance of 80 should be used.

For books in other subjects it may not be possible to use paper of high quality as recommended above for Language Readers. The minimum requirement for these books is "Glazed Printing" Double Crown 28 lbs.

*Type.*—The minimum requirements regarding the type to be used for Language Readers are as under :—

| | |
|---|---|
| Infant | .. 32 pt. for headings and words and 24 pt. for text. |
| Standard I | .. 24 pt. for headings and words and 20 pt. for text. |
| Standard II | .. 20 pt. |
| Standard III | .. 16 pt. thick face. |
| Standard IV | .. 16 pt. thin face (Leaded). |
| Standard V | .. 16 pt. thin face (Leaded). |
| Standard VI<br>Standard VII | .. }<br>.. } 14 pt. English Body (Leaded). |

*Note.*—The standard body equivalents of the above are as under :—

| | |
|---|---|
| 32 pt. | = 4-line Brevier. |
| 24 pt. | = 2-line Pica. |
| 20 pt. | = Paragon. |
| 16 pt. | = 2-line Brevier. |
| 14 pt. | = English. |

These suggestions are based on the Marathi type. Corresponding types for the other languages of the Province will have to be settled.

We would point out here that there was nobody on the Committee who could be regarded as an expert on the technical requirements of book-making. We have consulted the managers of two important printing presses in the matter and the final suggestions in regard to the size, paper and type to be used in the preparation of school books as given above have been made in consultation with the Superintendent of Government Printing and Stationery. We were unable to suggest definite specifications regarding the type by giving specimen printed pages in the four languages. In any case, no hard and fast rules can be laid down in the matter. If the School Book Committee has any doubt regarding the quality of paper and type used in a book, the Chairman of the Committee would be well advised to consult the Superintendent of Government Printing and Stationery in the matter before placing it on the sanctioned list.

## CHAPTER IV.

### Analysis of the existing text-books for Primary Schools.

36. As per Term of Reference No. (*i*) the Committee had to analyse the text-books available in the market "with a view to seeing whether they are written on any Scientific basis". Accordingly Press Notes were issued on 30th March 1940, 28th September 1940 and 13th November 1940 calling for all text-books on the different subjects of the primary school curriculum and in all the four regional languages—Marathi, Gujarati, Kannada and Urdu. Sub-Committees were then appointed to scrutinise all the books received in the light of the Basis laid down by us and of the new syllabus for Primary Schools. The result of the scrutiny is given below by subjects.

### Language.

37. *Marathi.*—(1) The Sub-Committee for the scrutiny of Language text-books in Marathi was composed of the following members:—

1. Mr. V. P. Bokil.
2. Mr. K. B. Ghate.
3. Mr. B. G. Jagtap.
4. Mr. S. L. Karandikar.
5. Rao Saheb M. K. Karkhanis.
6. Miss.S. Panandikar.
7. Mr. S. A. Rauf.
8. Mr. R. N. Shah.
9. Mr. S. R. Tawade.

(2) It was decided to take the following point about Modi Readers into consideration in addition to the basis laid down for language:—

In the Modi reading series Modi letters similar to the corresponding Balbodh letters should be taken first. The style of lettering in Primers and Books for Standards I and II should be uniform. Only current style of lettering should be used.

(3) The Sub-Committee received and scrutinised 175 books in all. These were distributed as under:—

| | |
|---|---|
| (*a*) Balbodh Reading Series .. .. .. | 15 |
| (*b*) Infant Primers .. .. .. | 10 |
| (*c*) Selections of Prose and Poetry .. .. | 2 |
| (*d*) Grammar Series and Books . .. | 14 |
| (*e*) Composition Series and Books .. .. | 18 |
| (*f*) Modi Reading Series .. .. | 5 |

(4) None of the Balbodh Series satisfied all the requirements of the Basis. Of them the following were considered to be good on the whole though some of them do not contain an adequate number of coloured plates or large pictures.

1. Navayug Vachan Mala and Sahitya Parichaya by P. K. Atre and V. D. Ghate.

2. Arun Vachan Mala by P. K. Atre and S. K. Kanetkar.

3. Shishupatha Mala by M. K. Karkhanis.

4. Vangamaya Pravesh by Piroj Anandkar and S. B. Ambekar.

5. Marathi Sahitya Ratnahar by G. M. Vaidya, A. V. Marathe and N. R. Ranade.

6. Manvantar Vachan Mala by B. G. Jagtap and H. G. Patil.

7. Balbodh Vachan Mala by K. P. Puranik, S. V. Subhedar and D. S. Kulkarni.

8. Bal Vachan Mala by N. G. Limaye.

(5) As no book treating grammar and composition together is at present available, the following books are considered suitable as teachers' guides at the elementary stage and as pupils' books at the higher stage :—

1. Bhasha Vyavasaya by Kaveri Karve and B. D. Karve.

2. Nibandhacha Paya by M. K. Karkhanis and W. K. Shukla.

3. Swavalambi Lekhi Vyavasaya by L. V. Mandke.

(6) The Modi Readers are good on the whole and the following series are considered suitable for use in schools :—

1. Modi Bal Vachan by N. K. Behere, O. N. Vankhede and A. V. Marathe.

2. Modi Series by M. K. Karkhanis and G. G. Nitsure.

3. Modi Vachan Path by Y. G. Phaphe.

4. Navin Sope Modi Vachan by G. H. Patil.

(7) The principles of the Basis have been followed in these series of text-books to a certain extent. Questions of national culture and dignity of labour have been touched upon occasionally and incidentally, which may not fully satisfy the aspirations of some schools of Nationalism.

*Gujarati.*—The Sub-Committee for the scrutiny of Language text-books in Gujarati was composed of the following members :—

1. Mr. R. D. Derasari.
2. Mr. L. R. Desai.
3. Mr. G. G. Dhru.
4. Miss K. Khandwala.
5. Mr. A. N. Khansaheb.
6. Mr. A. I. Patel.
7. Miss Amy B. H. J. Rustomjee.

(2) Sixteen sets of books for Infants to Standard IV were received and examined. Some were only for Infants; some were for Infants and Standard I; while some were from Infants to Standard IV. Of these :—

1. Nootan Balpothi and supplement by S. S. Patel and
2. Navyug Vachanmala by M. T. Vyas and L. R. Desai

were considered to be good on the whole. These satisfy almost all the requirements of the principles of the basis laid down by us, though they do not contain any coloured illustrations.

(3) Seven sets of books of selections of standard prose and poetry for study in Standards V to VII were received and scrutinised. Of these one was meant for upper standards of secondary schools and another for adult classes and were not considered suitable. Three of the remainder—

1. Sahitya Pathavali by Z. R. Desai and C. L. Bakshi
2. Sahitya Kallol by A. N. Khansaheb
3. Sahitya Pravesh by C. C. Shah

were considered suitable on the whole for use in upper primary standards.

(4) Twenty sets of Grammar and composition books were received and scrutinized. Of these 3 sets of ready made composition books were rejected. The following books treat grammar and composition together on proper lines and were considered suitable :—

1. Gujarati Vyakaran and Lekhan I, II, III by R. D. Desai and J. U. Mehta.
2. Vyakran Parichaya I, II, III by B. B. Vyas.
3. Gujarati Lekhan Rachana by R. D. Desai and J. U. Mehta.

Madhya Vyakaran by K. P. Trivedi was found to be a good authority on grammar but was suitable only for teachers.

Seat work books though submitted were not considered, as not being within the scope of the Committee.

*Kannada.*—The Sub-Committee for the scrutiny of Language text-books in Kannada was composed of the following members :—

1. Mr. B. B. Bagi.
2. Mr. R. R. Divakar.
3. Rao Bahadur P. G. Halkatti.
4. Mrs. K. Jamkhandi.
5. Mr. R. S. Madiman.
6. Mr. B. M. Meemansi.
7. Mr. Syed Nurullah.
8. Mr. D. C. Pavate.

(2) They discussed and accepted the following requirements in addition to the principles laid down in the Basis for scrutinizing the text-books :—

(*i*) Text-books for the Infants' class and Standards I and II should use the language actually current in the Bombay Karnatak.

(*ii*) In text-books meant for Standards III and onwards in primary schools, an effort should be made gradually to introduce words used in the other parts of the Karnatak ; a suitable glossary of such and difficult words should be appended at the end of the book.

(*iii*) In the Reading series for Standards V, VI and VII an attempt should be made, as far as possible, to include simple and good selections in prose and poetry from standard modern writers from different parts of the Karnatak.

(*iv*) Only one form of particular Kannada letters should be used in all text-books and no variants should be allowed at any stage.

(3) Sixty-six books were received in all; but fourteen of them were not meant to be text-books at all. There were only three complete series, 11 primers, a few selections of Prose and Poetry and a few books on Grammar and Composition. None of them were found to be satisfactory: they do not conform to the principles of the Basis laid down by us, nor to the additional suggestions made by the Sub-Committee. The vocabulary and style of the three Reading series, especially of the books for the lower standards, are unfamiliar to the pupils as well as to the teachers of this part of Karnatak. The series are not satisfactory even from the literary and artistic points of view.

The primers are based not on the sentence or word method, but on the letter method and are otherwise also unsuitable.

The selections of prose and poetry are not properly graded nor fully representative.

The grammar books do not properly correlate grammar with composition and none of them has a sufficiency of good exercises.

*Urdu.*—The sub-Committee for the scrutiny of the Language text-books in Urdu was composed of the following members :—

1. Mr. S. A. Brelvi.
2. Mr. A. Khan.
3. Mr. G. B. Khan.
4. Mr. A. M. Khateeb.
5. Mr. Syed N. A. Nadvi.
6. Mr. Syed Nurullah.
7. Mrs. Z. Syed.
8. Mr. B. D. Verma.

(2) In additions to the suggestions made in the scientific basis, the Committee decided to consider the following points while scrutinising the books :—

(*i*) As only the muslim boys and girls are to read these books, their contents should be islamic in outlook.

(*ii*) There should be no separate books for boys and girls.

(*iii*) The type form of printing should be encouraged to minimise difficulties in printing.

(3) The Committee received 403 books from all parts of the country, mostly from upper India and scrutinised them. Of the 403 books, 41 books were on Grammar and Composition. But as none of them dealt with Grammar and Composition together, they were rejected. A great majority of the remainder were either story books, copy-writing books, charts, Hindi books, Persian Grammar, Arabic Grammar, Hindustani Readers, Books for adults, Supplementary readers for boys and girls, etc. They were rejected. The following books, satisfy the principles of the basis laid down by us to some extent and may be considered as fairly suitable text-books until better books are made available :—

| | |
|---|---|
| 1. Hamara Qaida—Hamari Kitab, Part I, II, III and IV. | Published by Shaikh Gulam Ali and Sons, Educational Publishers, Lahore. |

| | | |
|---|---|---|
| 2. | Hamara Nisab, Part I, II, III and IV. | Published by Shaikh Gulam Ali and Sons, Educational Publishers, Lahore. |
| 3. | Urdu-ka Qaida, I and II.. | Published by Anjuman-I-Himayat-I-Islam, Lahore. |
| | Urdu-ki Pahili Kitab .. | |
| | Urdu-ki Dusari Kitab .. | |
| | Urdu-ki Tisari Kitab .. | |
| | Urdu-ki Chavathi Kitab. | |
| 4. | Bolta Qaida, I and II .. | Published by Shaikh Chand. |
| 5. | Bachchon-ki Kitab (Qaida) Bachchon-ki Pahili Kitab. | Published by M. Saleem Abdulla by Muhammad Sadulla Khan and Kazi Muhammad Yusuf and published by Educational Book Depot, Jubbulpore. |
| 6. | Urdu-ka Qaida, Part I. Urdu-ka Quida, Part II. | *Published by Syed Mumtazali* and Sons, Lahore. |
| | Urdu-ki Pahili Kitab .. | |
| | Urdu-ki Dusari Kitab .. | |
| | Urdu-ki Tisari Kitab .. | |
| | Urdu-ki Chavathi Kitab | |
| | Khayaban-I-Urdu, Part I .. | |
| | Khayaban-I-Urdu, Part II. | |
| | Khayaban-I-Urdu, Part III. | |
| | Khayaban-I-Urdu, Part IV. | |

**History.**

38. *Marathi.*—The Sub-Committee for the scrutiny of History text-books in Marathi was composed of the following members :—

1. Mr. V. P. Bokil.
2. Mr. S. L. Karandikar.
3. Rao Saheb M. K. Karkhanis.
4. Dr. G. S. Khair.
5. Miss S. Panandikar.
6. Mr. S. R. Tawade.

(2) The Committee received and reviewed in all 42 books written by 28 authors. Of these eight were not meant for Primary schools and four were on Indian administration apart from History and as such were unsuitable.

(3) None of the rest was based on the new syllabus for Primary schools or could fully satisfy the principles of the basis laid down by us for History. Of these :—

1. Shalopayogi Bharatvarsha by G. S. Sirdesai.
2. Hindustancha Prathamik Itihas by G. S. Sirdesai.
3. Maharashtrachya Itihasatil Sopya Goshti by G. S. Sirdesai.
4. Maharashtracha Goshtirup Itihas by G. B. Borwankar.
5. Maharashtracha Sopa va Sachitra Itihas by V. M. Bhat.
6. Hindustancha Sopa va Sachitra Itihas by V. M. Bhat.
7. Lahan Mulancha Maharashtra by G. A. Modak.
8. Shaleya Maharashtracha Itihas by Y. G. Phaphe.
9. Hindustancha Navin Shalopayogi Itihas va Hallinchi Shasanpadhati by N. K. Bhave.
10. Goshtirup Maharashtra by K. V. Shukla and S. T. Dusane.
11. Maharashtrachya Itihasacha Onama by V. D. Ghate.
12. Maharashtrachya Goshti by M. V. Gujar and J. S. Tadvi were found to be fairly good and could be continued in use till books on the new syllabus fully satisfying our requirements become available. The lessons in these books are properly graded and clearly presented. Modern researches in Indian History have been more or less used by their authors in selecting the subject matter. Maps and pictures are also to be found in them in sufficiently large numbers and their general get-up is fairly satisfactory.

The remaining books were found to be unsuitable both in point of matter and method and, therefore, they had to be rejected.

*Gujarati.*—The Sub-Committee for the scrutiny of History text-books in Gujarati was composed of the following members :—

1. Mr. R. P. Bakshi.
2. Mr. Z. R. Desai.
3. Mr. G. G. Dhru.
4. Mr. A. N. Khansaheb.
5. Mr. R. C. Parikh.
6. Mr. A. I. Patel.

(2) In History 30 books were received and examined. No book fulfils the requirements of the new syllabus as well as the standard laid down; but 5 books have been considered fairly suitable. They too need improvement in diagrams and get-up. These books are as under :—

1. Gujarat-na Itihas-ni Kathao by Z. R. Desai.
2. Hind-na Itihas-ni Ruprekha by A. P. Kanakia.
3. Hindustan-no Itihas ane Rajvahivat by G. N. Joshi.
4. Hind-ni Praja-no Tunke Itihas by K. H. Kamdar.
5. Hindustan-no Rajkarbhar by C. M. Doctor.

(3) The other books contain mere political facts presented in a dry manner with scarcely any reference to maps or concrete illustrations. The new syllabus has not been followed in most of them nor is the treatment suitable for primary school children.

*Kannada.*—The Sub-Committee for the scrutiny of History text-books in Kannada was composed of the following members :—

1. Professor S. S. Basavanal.
2. Rao Bahadur P. G. Halkatti.
3. Mr. V. R. Mudholkar.
4. Mr. Syed Nurullah.
5. Mr. A. M. H. Shaikh.

(2) In History 24 books were received and examined. None of the books submitted to the Sub-Committee for scrutiny satisfy the requirements of the new syllabus or the principles laid down by us. All the books are only informational and dry in treatment. No stress has been laid on cultural, literary, social and economic developments in the Karnatak or India.

*Urdu.*—The Sub-Committee for the scrutiny of History text-books in Urdu was composed of the following members :—

1. Mr. K. A. Abbas.
2. Mr. A. R. Dawood.
3. Mr. A. Khan.
4. Mr. G. B. Khan.
5. Mr. A. M. Khateeb.
6. Mr. Syed Nurullah.

(2) The Sub-Committee received and examined 35 books. Of these there is not a single book which satisfies the principles laid down by us. They are written on old fashioned lines. Some are not intended as text-books, some were not suitable for use in this Province, while two were such as would offend Muslim sentiments. Until books written according to the new syllabus and satisfying the principles of the basis laid down by us become available, the following books may be considered fit for use :—

1. Tarikh-i-Hind Urdu, Part I by Syed Ameen Ahmad and Syed Iqbal Husain.

2. Tarikh-i-Hind Urdu, Part II by Syed Ameen Ahmad and Syed Iqbal Husain.

3. Tarikh-i-Hind by Dr. Sir Shafaat Ahmed Khan.

4. A new History of India, Part I by Sh. Abdur Rashid.

5. A new History of India, Part II by Sh. Abdur Rashid.

**Geography.**

39. *Marathi.*—The Sub-Committee for the scrutiny of Geography text-books in Marathi was composed of the following members :—

1. Mr. K. B. Ghate.

2. Mr. B. G. Jagtap.

3. Mr. C. B. Joshi.

4. Mr. K. R. Kanitkar.

5. Miss R. Reuben.

6. Miss M. Shinde.

(2) In all 18 books from 10 authors were received and reviewed by the Committee.

No book came up to the mark, fully satisfying the requirements of the New Syllabus and the principles of the basis laid down by us.

The following books :—

1. Hindustancha Parichaya by G. L. Thokal.

2. Mumbai Ilakhyacha Varnanatmak Bhugol by V. A. Modak and B. G. Nene.

3. Amacha Navin Bhugol, Mumbai Ila'cha by J. K. Patil and V. R. Bende.

4. Navin Bhuwarnan, Part I by R. J. Gokhale and D. S. Kulkarni.

5. Navin Bhuwarnan, Part II, by R. J. Gokhale and D. S. Kulkarni,

6. Navin Bhuwarnan, Part III, by R. J. Gokhale and D. S. Kulkarni,

7. Hindustanche Shetaki Bhuwarnan, by Y. R. Lele and T. R. Patil,

give a fair treatment of the subject and could be used as text books subject to revision and corrections in the light of the new Syllabus and the Basis.

3. Many of the books gave inaccurate information and evidently these mistakes had been copied from author to author. The pictures were on the whole few and poor in quality.

*Gujarati.*—The Sub-Committee for the scrutiny of Geography Text Books in Gujarati was composed of the following members:—

1. Mr. R. P. Bakshi,
2. Mr. Z. R. Desai,
3. Mr. G. G. Dhru,
4. Mr. A. N. Khansaheb,
5. Mr. A. I. Patel,
6. Miss S. Paul,
7. Miss B. H. J. Rustomjee.

2. In Geography 24 books were examined. None of these is written strictly according to the new Syllabus and standard laid down therein. Out of the whole lot only three books come up to the standard to a certain extent. Duniani Bhugol by A. M. Parikh satisfies our requirements to a great extent and will do if revised and got in line with our syllabus. The same can be said about Duniani Saral Bhugol and Mumbai Ilako by the same author.

3. The other books are all on the old style; in them the regional aspect is neglected and the human element is missing; very rare references to practical or observation work are to be found and maps and illustrations are often not clear or correct.

*Kannada.*—The Sub-Committee for the scrutiny of Geography Text Books in Kannada was composed of the following members:—

1. Mr. M. S. Chandavarkar,
2. Mrs. K. H. Jamkhandi,
3. Mr. R. S. Madiman,
4. Mr. V. S. Nadkarni,

5. Mr. D. C. Pavate,
6. Mr. S. G. Shenolikar,
7. Mr. K. B. Tergaonkar.

2. There were 13 books in Geography which were received and scrutinized by this Sub-Committee. None of them was found to satisfy both the new syllabus and the principles of the basis laid down by us. Two books—

1. Prathamika Bhugola, by Elsa C. Stamp,
2. Hindu Deshada Prathamika Bhugola, by Elsa C. Stamp,

written on the regional basis, were fairly good, but unfortunately the language does not suit teachers and pupils in the Northern Karnatak. The approach in most of the books was not in keeping with the life and surroundings of the child.

*Urdu.*—The Sub-Committee for the scrutiny of Geography Text Books in Urdu was composed of the following members :—

1. Mr. K. A. Abbas,
2. Mr. A. R. Dawood,
3. Mr. A. Khan,
4. Mr. G. B. Khan,
5. Mr. A. M. Khateeb,
6. Mr. Syed Nurullah,
7. Mr. B. D. Verma.

2. The Sub-Committee received and examined 36 books. Not one of these satisfied the Basis laid down, while a large majority did not satisfy the requirements of the new Syllabus either. Some of the books were out-of-date. Others were intended for use in standards lower than Standard IV, for which no text books are required now. Some other books are intended for use in other Provinces like Bihar and are not suitable for use in this Province. So far as books intended for use as text books are concerned, the Committee does not find any one that is suitable for use even as a temporary measure.

3. Four Atlases were received for review. Of these the following three may be used in the higher standards of Primary schools :—

1. Longman's Urdu Atlas, published by Longmans, Green & Co., Bombay.

2. Macmillan Urdu Atlas, published by Macmillan & Co., Bombay.

3. Oxford Indian School Atlas, by Johan Bartholomew.

## Mathematics.

40. *Marathi.*—The Sub-Committee for the scrutiny of Mathematics Text Books in Marathi was composed of the following members :—

1. Mr. K. B. Ghate,
2. Mr. B. G. Jagtap,
3. Mr. S. L. Karandikar,
4. Rao Saheb M. K. Karkhanis,
5. Mr. B. D. Karve,
6. Miss S. Panandikar.

2. In all 78 books were received and scrutinised by the Sub-Committee and they were classified as follows :—

| | | | | |
|---|---|---|---|---|
| (*a*) Arithmetic | .. | .. | .. | 49 |
| (*b*) Indian Accounts | .. | .. | .. | 20 |
| (*c*) Geometry | .. | .. | .. | 9 |

There are no books containing only exercises for pupils. All the books contain explanatory matter and thus even when they satisfy the syllabus they cannot be considered as suitable for the use of children in lower Primary classes. The following books are otherwise suitable :—

1. Subodha Ankaganit, Standard IV, by L. V. Mandke and A. V. Mandke.
2. Subodha Ankaganit, Standard V, by L. V. Mandke and A. V. Mandke.
3. Shaleya Praudha Ankaganit, Standards VI, VII, by L. V. Mandke and A. V. Mandke.
4. Balbodha Ganit, Standard IV, by S. A. Jagtap and M. S. Karle.
5. Balbodha Ganit, Standard V, by S. A. Jagtap and M. S. Karle.
6. Sulabha Ankaganit, Standard IV, by R. N. Pawar.
7. Sulabha Ankaganit, Standard V, by R. N. Pawar.
8. Sulabha Ankaganit, Standards VI, VII, by R. N. Pawar.
9. Mulanche Sachitra Ganit, Book IV, by V. G. Ketkar.
10. Mulanche Sachitra Ganit, Book V, by V. G. Ketkar.
11. Shalopyogi Navin Ankaganit, Standard IV, by G. M. Deshmukh.
12. Shalopyogi Navin Ankaganit, Standard V, by G. M. Deshmukh.

13. Shalopyogi Navin Ankaganit, Standard VI, by G. M. Deshmukh.

14. Shalopyogi Navin Ankaganit, Standard VII, by G. M. Deshmukh.

3. *Indian Accounts.*—No books are needed for Standards IV and V. The subject should be incorporated in the books on Arithmetic for these standards. Separate books may be sanctioned for Standards VI and VII and the following books are fairly suitable :—

1. Jamakharcha, Book II, for Standards VI and VII, by Y. K. Phatak and C. D. Indulkar.

2. Apala Jamakharcha, Part III, by G. R. Walimbe and V. K. Ranade.

3. Apala Jamakharcha, Part IV, by G. R. Walimbe and V. K. Ranade.

4. Prachalit Deshi Jamakharcha, by D. J. Gokhale.

5. Subodha Deshi Jamakharcha, by A. V. Mandke, S. Dadamiyan S. Ibrahim, and H. G. Jadhav.

4. *Geometry.*—Most of the books that were submitted to the Committee were originally written for Secondary schools or training institutions and do not follow the new Syllabus for Primary schools. The following books may be considered suitable until books following the new syllabus in entirety come out :—

1. Sulabha Bhumiti, by D. M. Jogal.
2. Prayogic Bhumiti, by D. M. Jogal.
3. Subhoda Bhumiti, by G. N. Chivate and S. M. Choudhari.
4. Shalopayogi Bhumiti, by M. S. Barhate and B. K. More.

No separate text books are required for this subject up to the Fourth Standard as it may be included in the Arithmetic books.

*Gujarati.*—The Sub-Committee for the scrutiny of Mathematics Text Books in Gujarati was composed of the following members :—

1. Mr. C. K. Amin,
2. Mr. R. D. Derasari,
3. Mr. L. R. Desai,
4. Miss Amy B. H. J. Rustomjee.

2. In Arithmetic 30 books were received and examined, of which hardly any could really come up to the mark fully. Only 3 books were

considered satisfactory, but even these required improvement and revision. They are as under :—

1. Balganit Part I by S. K. Patel.
2. Vidyarthi Ankaganit by C. B. Bhatt.
3. Saral Uchacha Ganit by B. K. Patwa.

The other books were all old fashioned and badly printed. Many of them contained too long explanations and too few exercises. Books for teachers' use and for pupils' use are not separately written.

3. Ten books on Indian Accounts were received for examination and it was found that only one of them viz. Saral Deshi Nama-ni-Padhati by P. K. Shah was good enough for teachers. None of the above books was according to the new syllabus or fit for pupils' use.

4. In Geometry 7 books were received and considered, but no book comes up to our standard. They are all written on old notions of Geometry and give little practical work. In many of them the treatment of the subject is rather clumsy. None of the books is written on the new syllabus or is suitable for children's use.

*Kannada.*—The Sub-Committee for the scrutiny of Mathematics Text Books in Kannada was composed of the following members :—

1. Prof. B. B. Bagi.
2. Mr. R. B. Kerur.
3. Mr. D. C. Pavate.
4. Mr. S. R. Tatti.
5. Mr. H. B. Umadi.

2. *Arithmetic.*—There were 11 books submitted to the Sub-Committee for scrutiny in Arithmetic and it was found that none of them was in accordance with either the new syllabus or the Basis prepared by the Committee. However, the three books by B. S. Purohit contain good material which can form the basis for the preparation of pupils' as well as teachers' books. The portions in the books dealing with methods of treatment and illustrative examples could with suitable additions and alterations be converted into teachers' books. Similarly the exercises given in these books with suitable additions and alterations could be turned into pupils' books.

*Indian Accounts.*—No special book on this subject is required for the use of Standards IV and V as the topics to be taught in these Standards could be included in a book on Arithmetic. There are already two good

books, one in two parts by H. B. Umadi and another by V. C. Huli which are quite suitable for the requirements of the Standards VI and VII.

*Geometry.*—Mr. Chandavarkar's book "New Geometry" Part I is the best book on the subject and could with some additions [e.g. plans of fields etc.] be a suitable text book even according to the new syllabus and the Basis laid down by us. There is also another book "Sulabha Bhumiti" by D. M. Jogal translated into Kannada from Marathi which may with a few suitable alterations come up to the requisite standard provided the get-up and the arrangement of matter are also improved. The other books are much too below the standard.

*Urdu.*—The Sub-Committee for the scrutiny of Mathematics Text Books in Urdu was composed of the following members :—

1. Mr. S. S. Desnavi.
2. Mr. Sultan Alam Khan.
3. Khan Saheb N. K. Mirza.
4. Mr. Syed Nurullah.
5. Mr. Syed Md. Mukhtar.
6. Mr. Waliuddin W. Shaikh.

2. *Arithmetic.*—The Sub-Committee received 94 books on Arithmetic. Almost all the books were intended for use in other Provinces. Hardly any followed the syllabus of this Province and practically none satisfied the Basis. There is only one set of four books—

1. Mushar-rah Hisab, Part I by Syed Muhammad Zaki,
2. Mushar-rah Hisab, Part II by Syed Muhammad Zaki,
3. Mushar-rah Hisab, Part III by Syed Muhammad Zaki,
4. Mushar-rah Hisab, Part IV by Syed Muhammad Zaki,

which contains material useful for the preparation of separate sets of pupils' and teachers' books. At present, the books are not useful as text books as they contain a good deal of material not required for pupils.

*Indian Accounts.*—Only 5 books were received for scrutiny including the Departmental book which is not in print. The other four do not satisfy the principles of the basis laid down by us nor the syllabus.

*Geometry.*—Seven books were received and examined. Of these only—

1. Urdu Geometry IV
2. Urdu Geometry V
3. Urdu Geometry VI
4. Urdu Geometry VII

} Published by Memo Uttarchand Kapoor and Sons, Lahore.

published by Messrs. Attarchand Kapoor and Sons, Lahore, are according to the new syllabus and may be used in Primary schools. However, the figures in this series are in Arabic and are written from right to left. They should be Urdu figures and written from left to right.

The other books do not satisfy the syllabus nor the Basis.

**Science.**

41. *Marathi.*—The Sub-Committee for the scrutiny of Science Text Books in Marathi was composed of the following members :—

1. Dr. V. G. Deshpande.
2. Mr. K. R. Kanitkar.
3. Mr. G. S. Khair.
4. Mr. D. S. Kulkarni.
5. Mr. G. G. Pundlik.
6. Miss R. Reuben.
7. Miss M. Shinde.

2. Forty books of about 20 different authors in General Science were received and reviewed by the Sub-Committee. The classification of these books was as under :—

20 Books on Nature-Study for Primary Standards I—VI.
4 Books on Physics for Primary Standards VI and VII.
8 Books on Hygiene for Primary schools.
5 Books on Hygiene for Primary schools for very small children, and
3 Books on Domestic Science.

3. Of the forty books scrutinised, one was not meant for primary schools and 24 were found entirely unsuitable, as they do not follow any satisfactory line of treatment and contain several mistakes.

The following 14 books—

1. Shrishtinirikshan va Shrishtidnyan Standard IV by G. M. Suryavanshi,
2. Shrishtinirikshan va Shrishtidnyan Standard V by G. M. Suryavanshi,
3. Shastra-Parichaya, Standards VI and VII by G. M. Suryavanshi,
4. Shalopayogi Arogyashastra, Part I by G. M. Deshmukh,
5. Shalopayogi Arogyashastra, Part II by G. M. Deshmukh,

6. Arogya Deep, Book I by V. N. Bhave,

7. Arogya Deep, Book II by V. N. Bhave,

8. Shastra-Parichaya by Y. P. Gambhir,

9. Srishtinri kshan va Srishtidnyan Standard V by Y. P. Gambhir,

10. Srishtinirikshan va Srishtidnyan Standard IV by Y. P. Gambhir,

11. Griha Shikshan Shastra by Y. K. Pathak and N. T. Padekar,

12. Griha Shastra by Mrs. R. Tambe,

13. Sharir Sangopan Shastra by D. B. Barve,

14. Sulabha Arogya Shastra by D. S. Joshi and D. B. Lokhande, satisfy the requirements of the Basis laid down to a certain extent and are recommended for use till better books based on the new syllabus are available.

Only one book viz. Arogya Shastra va Griha Shastra by Bhanumati and Malatibai Pardeshi was found to satisfy the principles of the basis laid down and to follow the new syllabus to an appreciable extent.

*Gujarati.*—The Sub-Committee for the scrutiny of Science Text Books in Gujarati was composed of the following members :—

1. Mr. C. K. Amin.

2. Mr. R. D. Derasari.

3. Mr. L. R. Desai.

4. Miss S. Paul.

5. Miss Amy B. H. J. Rustomjee.

2. In Science 27 books were examined. Of these only 4 books come up to our standard to a great extent. Even these require better diagrams and further elucidation of the subject matter. They are :—

1. Arogya Shikshan by H. A. Desai.
2. Arogya Shastra by G. M. Deshmukh.
3. Saral Shristi Nirikshan by M. M. Dwivedi.
4. Arogya Deep by V. N. Bhave.

One of the above No. 3 deals with Nature Study and as such is meant for teachers only.

3. The other books contain very few good diagrams or reference to experimental and observation work. The treatment of the subject in them is scrappy and dogmatic and their general get-up is far from satisfactory.

*Kannada.*—The Sub-Committee for the scrutiny of Science Text Books in Kannada was composed of the following members :—

(1) Mr. M. S. Chandavarkar.

(2) Mrs. K. H. Jamakhandi.

(3) Mr. R. S. Madiman.

(4) Mr. V. S. Nadkarni.

(5) Mr. S. G. Shenolikar.

(6) Mr. K. B. Tergaonkar.

2. There were 16 books on Science which were received and examined by this Sub-Committee. None of them, however, satisfy the principles of the basis laid down by us and follow the new syllabus.

*Urdu.*—The Sub-Committee for the scrutiny of Science Text Books in Urdu was composed of the following members :—

(1) Mr. S. S. Desnavi.

(2) Mr. Sultan Alam Khan.

(3) Khan Saheb N. K. Mirza.

(4) Mr. Syed Muhammad Mukhtar.

(5) Mr. Syed Nurullah.

(6) Mr. Waliuddin W. Shaikh.

2. The Sub-Committee received and scrutinised 34 books. Most of the books were on Physiology, Hygiene and Nature Study. None of the books was found suitable as Text Book in Science for Primary Schools. The books sanctioned did not satisfy the principles laid down in the basis, nor did they follow the new syllabus.

42. It will appear from the foregoing that the existing text books, broadly speaking, do not satisfy the requirements laid down by us in the preceding Chapter, and that there is a need of better text books practically in every subject and language. When the principles set down by us in Chapter III are made known to the prospective writers, there will be doubtless a number of suitable books forthcoming. We have recommended elsewhere (*vide* Chapter V) that all books should be scrutinized at the end of every three years. *We suggest that the first scrutiny should take place in March 1943, provided that the requirements for text books as laid down by us are made known to the public at least a year in advance of that scrutiny.* We have noticed that the number of books in subjects like Science, Geography and Arithmetic for the use of Agricultural bias schools is very limited. Authors and publishers do not venture to bring out more books in those subjects because the number

of schools using such books is small. We recommend that, in the extreme contingency of no publisher coming forward to bring out a suitable book or books in any particular subject within a reasonable period, Government should arrange to do the same for the benefit of the school world.

43. At present there is no accepted common terminology in the four languages of the Province for the expression of technical ideas in Science, Geometry, Geography and Administration. Consequently there is considerable confusion—especially when different writers use different words to describe one and the same term. It is desirable and essential that the Department should determine a generally accepted terminology for the various subjects and publish the same for the information and guidance of the public.

44. The Committee has recommended that no text books should be used in primary standards below IV in subjects other than language (excepting those containing arithmetic exercises in standards II and III). This recommendation together with the new syllabus for primary schools expects of the teacher an adequate knowledge of primary school subjects as well as acquaintance with up-to-date methods of teaching them. He should also have ready access to such books as will expand and deepen his general information on a variety of subjects. More well illustrated books for reference need to be produced and supplied to *all* primary schools—particularly full grade primary schools. The Department and the various Local Authorities should make generous provision for the production and supply of such books to school libraries.

## CHAPTER V.

### UNIFORMITY *versus* DIVERSITY.

45. One of the terms of reference to the Committee was to consider the question of the number of sets of books to be sanctioned for use in schools under public management, i.e. District Local Board, Municipal and private primary schools as well as Secondary Schools and Training Institutions. The question (or the desirability) of having one set of uniform text books in the whole Province or even in a linguistic division of the Province was not directly referred to us; but the above term of reference does include the consideration of the possibility of having one set of books in each language of the Province and in each subject in the school curriculum both primary and secondary.

46. The question of text books is of vital importance not only to schools and educational bodies and associations but also to parents of school-going children and thus to the entire general public. The Committee, therefore, decided at the first meeting held on the 7th August 1939, to sound public opinion by issuing a questionnaire. A Press Note was, accordingly, issued by the Director of Information on 9th August 1939 inviting heads of schools, teachers, parents, and others, interested in the question of preparation and selection of school text books to communicate their replies to the questionnaire to the Secretary of the Committee before the 9th September 1939. The questionnaire included, *inter alia*, the following two questions:—

(1) Should there be one uniform set of text books in each subject in each language used in primary and secondary schools in the province? If not, why not?

(2) If you consider diversity of text books desirable, should there be a limit to the number of sets of text books in each subject in each language in primary and secondary schools? If so, what should be the limit?

To these questions we received answers from persons representing various interests. The analysis of their replies is shown in the following table :—

| — | Total | Invalid | Primary Uniformity Secondary Diversity. | Uniformity | Diversity. | Some limit | No limit. | Vague. |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Chairmen and Vice-Chairmen, School Boards. | 6 | .. | .. | 4 | 2 | 1 | 1 | .. |
| 2. Administrative Officers. | 29 | 5 | 1 | 8 | 15 | 7 | 8 | .. |
| 3. Senior Assistant Deputy Educational Inspectors. | 17 | 3 | .. | 6 | 8 | 6 | 2 | .. |
| 4. Principals and Head Masters. | 153 | 9 | 4 | 49 | 91 | 36 | 51 | 4 |
| 5. Teachers .. | 440 | 56 | 6 | 123 | 255 | 54 | 175 | 26 |
| 6. Teachers and Parents | 131 | 31 | 6 | 36 | 58 | 12 | 42 | 4 |
| 7. Teachers and Publishers. | 14 | .. | .. | 2 | 12 | 2 | 10 | .. |
| 8. Parents and Guardians. | 522 | 63 | 29 | 213 | 217 | 52 | 149 | 16 |
| 9. Miscellaneous .. | 350 | 83 | 17 | 91 | 159 | 44 | 88 | 27 |
| Total .. | 1,662 | 250 | 63 | 532 | 817 | 214 | 526 | 77 |
| 10. Publishers .. | 13 | 1 | .. | .. | 12 | 1 | 11 | .. |
| 11. Book Sellers .. | 2 | .. | .. | 1 | 1 | .. | 1 | .. |
| Total .. | 15 | 1 | .. | 1 | 13 | 1 | 12 | .. |
| *Associations.* | | | | | | | | |
| 12. Primary Teachers' Associations. | 12 | .. | .. | 6 | 6 | 1 | 4 | 1 |
| 13. Secondary Teachers' Associations. | 11 | .. | .. | .. | 11 | 4 | 7 | .. |
| 14. Primary and Secondary Teachers' Associations. | 5 | .. | .. | 1 | 4 | 2 | 2 | .. |
| Total .. | 28 | .. | .. | 7 | 21 | 7 | 13 | 1 |
| 15. Students' Associations | 1 | .. | .. | 1 | .. | .. | .. | .. |
| 16. Parents' and Teachers' Associations | 2 | .. | .. | 2 | .. | .. | .. | .. |
| 17. General .. | 2 | .. | .. | .. | 2 | 1 | .. | 1 |
| 18. Ward Committee .. | 1 | .. | .. | 1 | .. | .. | .. | .. |
| 19. Public Meetings .. | 1 | .. | .. | .. | 1 | .. | 1 | .. |
| Total .. | 7 | .. | .. | 4 | 3 | 1 | 1 | 1 |

47. The above analysis of the replies to the questionnaire reveals several interesting and important facts. The response to the questionnaire was encouraging and showed that teachers and the public in general were interested in the question of school text books. 1,662 individuals, 13 publishers, 2 book-sellers, 28 teachers' associations, and 7 other associations replied to the questionnaire. It is unfortunate that of these, 250 replies had to be treated as invalid, because in all these the answer to question 2 was in open contradiction to the answer to question 1, one negating the other, and, therefore, these replies could not be taken to be in favour of either uniformity or diversity.

Of the 28 teachers' associations, 21 were for diversity and 7 for uniformity. The 12 primary teachers' associations were evenly divided on this question ; while all the 11 secondary teachers' associations and 4 of the 5 primary and secondary teachers' associations favoured diversity. A distinct majority of Administrative Officers, Deputy Educational Inspectors, Principals and Head Masters (primary and secondary schools) and teachers (even those who also represented the parent interest) showed preference for diversity of text books at the primary as well as at the secondary stage. 522 individuals representing the interests of parents and guardians replied to the questionnaire. They were almost evenly divided (there was a very slight—almost negligible—majority in favour of diversity). There were 350 individuals who were neither teachers nor claimed to represent the parent or guardian interest, but were interested in the question generally. Amongst them a distinct majority was in favour of diversity. Besides these, there were 63 individuals who favoured uniformity at the primary school stage and diversity at the secondary. Thus, on the whole, there was a definite majority in favour of diversity, 830 being in favour of diversity and 533 in favour of uniformity.

Of the 830 individuals, who were in favour of diversity, a large majority—(522)—held the opinion that there should be no limit (in number) to the text books sanctioned for use, while 214 were of opinion that there should be some limit. Out of the 21 teachers' associations in favour of diversity, 13 were against any limit to the number of text books and 7 favoured some limit.

48. We may now consider the arguments in favour of and against uniformity of text books advanced by those who sent their replies to the questionnaire issued by us and also by the witnesses whom we examined.

(A) Those who were in favour of uniformity of text books put their case as follows :—

(1) If schools are allowed to have one uniform set of text books in each linguistic Division, it will be possible to produce the best and cheapest books in each subject. Government can get such sets of

text books written by the best educationists available and publish them on their own responsibility. They can requisition the services of a large number of educational officers at their command in the work and can also economise on printing and illustrations by calling for tenders and giving the work to the lowest bidder. Middlemen's profits are eliminated under such Government monopoly. After leaving a margin for reasonable commission to book-sellers, Government can thus supply the best books at cheapest rates to the pupils. The old departmental series remained in use for over twenty years without any revision and hence they outlived their usefulness and became unpopular. If care is taken to revise the set of uniform text books every five years, educational efficiency will not suffer and at the same time the arrangement will ensure the greatest possible economy in expenditure on school books. Best and cheapest text books can thus be had by insisting on uniformity of text books. India is a poor country and if, by having uniform sets of text books, we can bring relief to the extent of even one anna to the parents and guardians, who have to foot the bill on school books for their children, the question is well worth considering.

Under the present system of unhealthy competition among different books on the same subject, the book that is most widely canvassed commands the largest sale, and not necessarily the best book. Everybody knows that publishers or their agents tour about and induce the Head Masters and the School Board members to prescribe their own books. The methods employed by them are not always above board and honest and the School Board members are often influenced by personal and extraneous rather than purely educational considerations. This results in jobbery, corruption and favouritism; and consequently the most suitable books are often left out and inferior ones are prescribed. To put an end to all these evils, Government should prescribe one uniform set of text books in each subject in each regional language.

(2) If a uniform set of text books is prescribed in all schools, it will make for convenience of inspecting officers, teachers and pupils. Inspectors can give intelligent guidance to teachers if they know beforehand the books used in schools. It will be easy for inspecting officers to compare the work and efficiency of teachers in different schools if the same text books are used by them. Thus uniformity of text books will help inspecting officers to assess the work of different schools properly and to ascertain their relative positions.

Similarly teachers find it very convenient to teach books which they have once mastered. If text books go on changing from year to year as at present, they will not be able to do justice to the subjects they are teaching, as it takes some time to get used to the spirit of the new books. Some books may be found too difficult by the teachers themselves. This is particularly so in the case of primary school teachers

who, with their limited knowledge, find it increasingly difficult to cope with altogether new text books. The result is that the education of children suffers. If, on the other hand, there is only one set of text books in use for a definite period, say five years, teachers will be able to make an intensive study of those books. It is true that the books may be revised after some years, but revision of books does not mean a radical change in content and treatment as is the case with altogether new books. Thus, with the uniformity of text books, teachers can go to the class well prepared, can interest children in their subjects and can generally do their work with ease and confidence. As a result the subjects in the curriculum will be made easy and interesting to pupil. The pupils who change schools in the middle of or at the beginning of the school year will also not be inconvenienced if the same text books are in use in all schools. The number of children, who thus change schools, is not inconsiderable, although they form a very small percentage of the total number of school-going children. Furthermore, under the system of uniformity children are not required to buy new books every year as they can borrow the old ones from their friends or relations.

(3) Uniformity of education is desirable in the interest of the province as a whole. The State should decide the type of education suitable for its children and, to give effect to that policy, it should produce and supply the best possible books. Under the system of State "benevolent" monopoly, as one of our witnesses called it, not only could good books be supplied to children at a low cost to parents but also sound intellectual education could be provided throughout the whole province. Certain approved ideals of the Nation could be disseminated among children of the province through the books in use in schools and boys and girls brought up with a definite healthy mental outlook. Uniformity of text books is also desirable from the point of view of maintaining the same standard of education in the province and eventually in all the provinces. By having one set of text books, uniformity of methods of teaching will be achieved. It is true that children have different environments in different parts of the province; but it does not mean that a child in a particular region should have his knowledge limited to that of his own immediate surroundings. A boy in the Khandesh Districts should, for instance, know something of the life in Konkan and there should be lessons in Readers which would appeal to children of all parts of the province. This is possible only by having one set of books brought out and supplied in each regional language by one agency. If different types of books are allowed, it will not be possible to give such education as the State would desire.

(4) Under the system of uniformity of text books, the interests of authors are effectively secured. A deserving author will be able to get what is due to him without having to depend on the mercy of

teachers, inspectors and managers. At present the author of a text book is a very unimportant factor in its publication and sale. The publisher has to spend such a large amount of money on the "middle-men" that the writer of the book gets a mere pittance. Sometimes a person with influence is associated with the book as an author or a joint author; for the association of his name helps the publisher in pushing the sale of the book concerned. Thus the real author's royalties are straightaway reduced to half of what are normally due to him. Again the publisher has to incur expenditure in inducing the School Boards and Head Masters or managers of secondary schools to prescribe the book concerned. This item of expenditure varies from district to district and from school to school; but it absorbs a considerable part of the sale-proceeds of the book. In addition to these items of expenditure, every publisher has to give commission to retail book-sellers ranging from 10 per cent. to 15 per cent. of the selling price of the book. Thus, under free competition, the publisher cannot afford to give a reasonable percentage of royalty to the real author of the book. Under the present system, there is no guarantee whatsoever that a good author will command the sale of his book. Even if he does, the "incidental" expenditure on it is so great that he will get only a fraction of what is due to him. Often it is a mediocre author, who succeeds at present by reason of his influence with School Boards and Managers of schools. Very often the works of such men are but poor imitations of those written by competent men.

On the other hand, under the system of uniformity of text books only capable authors will come forward with their books, and when the best and the most deserving author's book is selected by Government, he will receive a decent lump sum or a reasonable share of the profits on the sale of the book. His ability will thus be publicly recognised and he will get a fitting reward for his labour. No "incidental expenditure" is required to be incurred by the publisher on pushing its sale, because there are no other books in the market to compete with it.

(5) Uniformity will check the business policy of unscrupulous publishers who exploit the parents.

In short uniformity of text books will remove all evils of the present system and bring about national unity and solidarity and ensure the supply of good and cheap books.

(B) Those who were against uniformity of text books argued their case as under :—

(1) From the point of view of educational efficiency it is essential that teachers should have as wide a freedom of initiative as possible. Uniformity will seriously mar the individuality, progressive

educational experimentalism and free thinking. All improvements in educational methods have resulted from experiment by the process of trial and error. Some teachers discover new ways of presenting their subject-matter or a new arrangement of topics. The enterprising ones write books incorporating their ideas and it would be suicidal for educationists to discourage such men. By having a single uniform series, the teachers' talent for writing text books is discouraged and as there will be no incentive for them to read other books and to replenish their own fountain of knowledge, the classroom work will be dull, monotonous and mechanical and this will result in educational stagnation. Freedom of expression and educational experiments are essential to have a wealth of literature on different subjects in Indian languages. It is the spur of competition that keeps authors and publishers constantly striving to produce books whose subject-matter, appearance and price will enable them to replace books already on the market. Under the present system of sanctioning any suitable text books, but not prescribing any book exclusively, publishers and authors have to rely on the merits of their books. The educational publisher thus goes on making experiments continuously and performs an invaluable service to teachers and schools. His main business is to publish text books which sell widely and for a long period and as by-products he is enabled to publish many slow-selling books which are essential to schools and teachers. The educational publisher reckons to publish a large proportion of books which will not be financially profitable, (*i*) because he knows he will make mistakes, (*ii*) because he has to publish experimental work, which is not likely to be popular for a long time, (*iii*) for the authorities upon whose patronage he relies (*e.g.* in a graded series of books, often the books intended for the highest classes are not financially profitable as they sell in small numbers, but nevertheless schools rightly demand a complete series in the interests of their pupils).

(2) More than one set of books on the same subject and in the same language are necessary to suit different environments and different teachers. There are many geographical regions in the Province, each having its own peculiar environment and culture and it would be wrong to force all schools to use the same set of text books. Mental development and general knowledge of pupils all over the Province is not uniform and it is a wrong postulation that one set of teaching methods and one set of text books will suit all schools in the Province. A series containing lessons on Geography, climate or agriculture—intended for Poona or Sholapur Districts—will not do for Kolaba or Ratnagiri Districts as they are so different in character and little children will not be able to understand some lessons.

(3) Uniformity will lead to over-centralisation which is undesirable from the standpoint of democratic development. If only one set of text books is allowed for use in schools, Government will doubtless

have a hand in the production of those books. Government may like to see that certain views on social, political and religious controversies are emphasized in these books. Education should not be used as an agency for a propaganda of any nature and hence text books should not be calculated to give children any definite bias in any one political or communal direction.

Then again we have had the experience of one uniform set of readers produced by Government in the past. Even though those books were in use for over 25 years, they were not revised and brought up-to-date with the result that teachers got into mechanical and routine methods by having to teach the same books year after year. This had disastrous effects on education in the Province. Government is slow in reacting to public opinions or criticisms. Thus with uniformity books may outlive their usefulness and the monopoly for such books will result in educational slovenliness and inefficiency.

(4) If a single uniform series were prescribed, many private publishing houses would be ruined and their staff would be thrown out of employment. These publishing firms, many of which are Indian concerns, have invested large sums of money in the business of book production and have employed hundreds of men trained in the technique of school books. These firms have rendered valuable service to the cause of education in India. In any case it is too late in the day to reverse the present policy and to ask them to wind up their business. Moreover, Indian publishing and printing trades have developed very recently and they need to be given as much healthy encouragement as possible. Uniformity will thus mean undeserved hardship not only to publishers who have rendered some appreciable service to education but also to authors some of whom are teachers.

(5) Education must never be sacrificed to economy. Children derive a good deal of pleasure as well as unconscious instruction from the handling of good books beautifully printed and illustrated. Merely because children are poor, they should not be asked to read second-rate books. The books must be enjoyed by children reading by themselves or in the class, and in a country like India where there are not many amenities for enjoyment of children especially in rural areas, attempts must be made at least to provide the best possible books to them. When one considers the great value of good text books as a teaching tool, no premium should be placed on the question of cost. Furthermore, all children are not poor and why should we compel a child of well-to-do parents to use cheap books which are badly got up ? Diversity does not necessarily mean a great burden to parents. At the most there will be a difference of half an anna or an anna in the cost of a book and for this paltry sum, the real interest of children should not be sacrificed.

(6) Uniformity of text books will invariably lead to patronising certain publishers. Although tenders are called for the production of books, on some pretext or another, Government can give the work to a particular publisher who is in their good books. If there be public criticisms on the question, Government can always give some plausible reasons for accepting the tender of a particular publisher.

We have given careful consideration to the views expressed above. We now examine the arguments in favour of and against uniformity in the order in which they have been set forth in paragraph 4 above.

A.—*For Uniformity.*

(1) We agree that efforts must be made to prescribe only the best books in schools; but the term "The best books" does not necessarily mean *the best book*. Quite apart from the difficulty of adjudging any book to be the best book by standards that could be universally agreed upon, it is inconceivable that only one book can serve as *the best book* throughout the whole province or even in one linguistic division. Experience has it that more than one set of books on the same subject and in the same language are necessary to suit different environments and different teachers. There is, however, considerable force in the statement that, under the present system of unhealthy competition, it is the book which is largely canvassed that holds the field. This argument is applicable for the most part to books selected for use in primary schools. Although we are unable to say positively whether there have been cases of corruption, we have noticed frequent changes of text books as well as use of unsuitable books, even when more suitable books were on the sanctioned list.

In regard to the price of books, we agree that text books should be as cheap as possible. In primary schools, the expenditure on text books should not be prohibitive for the average parent and it is true that a majority of the parents of the children in primary schools find it difficult to foot the bill on text books at present. While we agree that other things being equal, preference must be given to cheap books, we would emphasize the importance of placing books of only good quality in the hands of children. We do think that the cost to the parent on school books should be as low as possible but we are not convinced that the best and cheapest books could be had only by insisting on uniformity. Some of the publishers have pointed out to us that in producing a book, there is a limit beyond which the cost cannot be reduced, however large the number of copies printed. For instance in producing a book without pictures and illustrations it will make very little difference (in so far as the cost per book is concerned) whether 5,000 copies are taken or 25,000 copies are taken. In the case of books for children, which require coloured pictures and other illustrations, such a limit has been approximately placed at 25,000 copies. We, therefore, think that it is possible to have more than one set of

text books without appreciably adding to the cost of production of these books. In other words they can all be sold at the same rate which may be fixed by a competent authority taking into consideration the cost of production, book-sellers' commission and a reasonable margin of profit to the publisher and the author (see Chapter VI where a detailed discussion of this point has been given).

(2) We do not see how text books used in schools affect the work of inspecting officers. If they are as competent as they are expected to be, they will give intelligent guidance to teachers whatever the text books used. Similarly text books should make no difference in assessing the work of teachers in different schools.

From the point of view of teachers, it is certainly not advisable to change books frequently. Some of the witnesses have stated that many Primary school teachers find it difficult to cope with new books every few years. The argument about the frequency of change, however, is not relevant to the question of uniformity.

It will certainly make for convenience of pupils who change schools in the middle of the year if the same books are used in all schools ; but the inconvenience caused to-day is confined to pupils who migrate from the area of one Local Authority to that of another. Such cases are extremely few. If the same books are used in a particular area for a number of years, pupils can borrow them from their friends and relations. In this connection we may point out that in the Infants class and Standard I each child may even require two copies of the same book in one year and that it is impossible to use those very copies in the succeeding year. Most Administrative Officers confirmed this view.

(3) Those who advocate uniformity of text books think that education given in all schools should be of the same type by the same methods and through the same books. This view is hardly in accordance with the modern ideas of education which favour freedom of thought, curriculum and methods. There can be no arbitrary imposition of rigidly prescribed content or method. Curricula and procedure should take shape in terms of the nature and experience of the child. We are, therefore, not in favour of uniformity of methods of teaching and uniformity of education.

(4) The arguments used in this section are convincing and we think that under the present system the interests of authors particularly of books for primary schools are sacrificed a good deal. This, in our opinion, is due to the fact that a number of books are produced at present by authors who are not sufficiently competent and that such books are very often merely a re-cast of existing ones. Such books are put on the sanctioned list, merely because they satisfy the bare minimum requirements and School Boards prescribe them because they are on the sanctioned list, although better books are available. We are, therefore, of

opinion that in future no book should be put on the sanctioned list which cannot substantiate a claim to its being original in either the method of approach to the subject or the treatment. In any case a new book must show definite improvement on the existing ones.

(5) There is nothing wrong in pushing the sale of a book by fair means, for instance, by bringing it to the notice of the prescribing authorities. Unscrupulous publishers, however, may influence the prescribing authorities in an underhand manner and this should be stopped.

### B.—*Against Uniformity.*

(1) We are strongly opposed to any scheme that may eventually restrict the freedom of authors and publishers in producing books. Secondary schools now enjoy freedom of selecting the books that are most suitable to them and in the interest of education they should not be deprived of that freedom. If this right of free choice of books is denied to schools, whether primary or secondary, there will be no experimentation with new methods of approach and new methods of treatment.

(2) We are in agreement with the view that more than one set of books on the same subject are necessary to suit different environments and different teachers.

(3) We subscribe to the view that education should not be used as an agency of propaganda of any nature. The contention, however, that Government may propagate certain views on religious, social and political matters through the text books need not be given much weight.

(4) The problem of unemployment and the question of encouraging Indian publishing firms are, in our opinion, irrelevant to the points at issue.

(5) There was a great difference of opinion among our witnesses on the question of economy on text books. Some were of the opinion that the price should not count at all and that it was essential to place the best book in the hands of all children. On the other hand, some pressed the view that even if it made a difference of half an anna in the price of the book, efforts must be made to relieve the parents of the burden of that half-anna as the economic conditions in rural areas were appalling. We shall deal with this question in greater detail in a Chapter on the cost of books; here we merely state that although we would favour cheapness consistent with quality, we hold that cheapness should not be the main or the only consideration in the selection of text books.

(6) Some witnesses pointed out that if uniformity of text books was desired to prevent the present unhealthy competition, the possibility of bringing pressure to bear upon the sanctioning authorities was greater under the system of one set of books than under the present system.

We are inclined to agree with this view. There are more chances of the evil being accentuated than minimised if only one set of text books is to be chosen.

The foregoing arguments both for and against uniformity will show what a vexed question it is. The position would be considerably simplified if we considered the question of supply of text books to secondary schools and primary schools separately. One of the strongest arguments against uniformity is that it constitutes an undesirable encroachment on the liberty hitherto enjoyed by the Head Masters and Managers of schools. This freedom has been enjoyed only by the secondary schools and a few primary schools, and we do not propose any change in the present system of prescribing text books in such schools.

51. For Local Authority primary schools, however, some remedies must be devised to eradicate the present evils. It has been stated that some School Boards change books and patronise different publishers. Canvassing often succeeds and good books yield place to second-rate ones. Now one might rightly ask as to why second-rate books find a place on the sanctioned list at all. This point has been already discussed in Chapter II. If the majority of the members of the Text Book Committee favour a book, the Chairman (who is generally the Educational Inspector of the Division and who may or may not know the language of the Division to the extent that is necessary to assess the merit of the book) cannot easily set aside their opinion unless something radically wrong is pointed out by the other members of the Committee. Of the books that come up before the Committee and are sanctioned by it, a large number are just mediocre barely satisfying the minimum requirements. We would point out here that this does not mean any reflection on the members of the Committee ; for they want to be fair to all authors and publishers when their books satisfy the bare minimum requirements of the syllabus. If one book is placed on the sanctioned list, a number of similar books, following the same lines of treatment, come up before the Committee which finds it difficult to reject any of them. This accounts for the plethora of indifferent books on the sanctioned list in each subject. The verdict of the same Text Book Committee would be different if they were asked to prepare a new list of some limited number of best books in each subject every three years or five years.

52. While we are conscious of these defects in the working of the present system, we are unable to subscribe to the view that only one set of books should be sanctioned in each subject even for primary schools. That view leads to regimentation of thought and language which must be avoided at all cost in education. A single set of books cannot suit the needs of all districts, areas or types of schools. On educational grounds a variety of text books should be encouraged. On economic grounds, it would, however, appear that no series which has a sale of less than 25,000 copies is likely to be produced at a reasonably low cost.

We, therefore, recommend that the number of sanctioned books on any subject should not, at any time, exceed ordinarily that arrived at on this basis. We, therefore, recommend that the number of text books on the sanctioned list should be limited to—

(*a*) 10 sets of Language Readers and 10 books or sets on every other subject in Marathi;

(*b*) 5 sets of Language Readers and 5 books or sets on every other subject in Gujarati;

(*c*) 4 sets of Language Readers and 4 books or sets on every other subject in Kannada and Urdu.

The number of books on each subject will naturally depend on the availability of books satisfying *all* the requirements. The above limits are merely maximum numbers which may or may not be reached. For instance, there may be only four sets of Language Readers in Marathi which come up to the requisite standard, although the limit is 10. In that case the sanctioned list will contain only four. If the limit has not been reached fresh books that come up to the required standard may be added to the lists within the three years, but the *position should be reviewed afresh every three years, i.e., fresh books as well as the old sanctioned books should be reviewed again at the end of three years and the best books among them should be selected not exceeding the maximum number laid down.*

53. We would point out here that the Seventh International Conference on Public Education held at Geneva in July, 1938, recommended *inter alia* that the number of text books approved by the official authority should be limited in each branch and class. Now the limits of 10, 5 and 4 recommended by us for text books in Marathi, Gujarati and Kannada (and also Urdu) languages respectively have been based on practical considerations. The main object in imposing such a limit on the number of text books is to prevent the market from being swamped with books of the same type. As far as possible, care should be taken to see that there is some originality in treatment or approach in the books maintained on the sanctioned list. The present tendency of copying the style or method of other sanctioned books should be discouraged and we believe that the adoption of the recommendations made by us will substantially achieve this object. The standard of assessing the books must also be considerably raised. We have dealt with this question in Chapter II on the improvement of the procedure of sanctioning text books by the Divisional Committees. The suggestions made in that Chapter will effectively remove the evils in the present system.

## CHAPTER VI.

### Production and Cost of Text Books.

54. In the selection and appointment of books, the total cost that has to be borne by parents is an important consideration. It is not enough that text-books should be satisfactory in reading material and attractive in general get-up, their prices also need to be reasonable and within the reach of the majority of parents whose children attend Primary schools. Recently there has been a general complaint by parents that the total expenditure on schooling including school books has gone up tremendously. The fact is that prices* of individual books have not increased appreciably; but the total cost to parents for the schooling of their children has risen owing to several other factors.

55. There have been certain cases where text books were changed rather too quickly, before the books once appointed ran through a sufficiently long period. In some areas, different sets of text books have been used in the same locality so that pupils are obliged to buy new books if for some reason or other they join other schools. During recent years, the syllabus of primary schools has been enriched by the addition of new topics. Text books are published and are appointed by schools even for the lower primary classes, where they are not at all necessary since at this stage more of oral and practical work, rather than book reading, should be done. Thus when text-books are prescribed for nature study, hygiene, geography, history, etc., parents have ground to complain that the total cost of books has been unnecessarily raised.

56. Sometimes text-books appointed in schools are unnecessarily large and bulky. This is due either to verbose writing or to the insertion of lessons that are unnecessary. This superfluous matter increases the size and the cost of books. Some teachers advise or encourage their pupils to purchase annotations, glossaries and notes, thus adding to the financial burden on the parents. Sometimes pupils are required by their schools to buy too many and too expensive types of note-books, drawing books, outline-map books, nature-study books, and this also has contributed to the rise in the cost of schooling. The operation of most of these factors could be controlled by administrative action. The educational authorities have been issuing directions to schools in the matter from time to time. Both the Grant-in-aid Code and Primary Education Rules provide that text-books once appointed shall not be changed at least for three years. A circular issued by the Department urges the Heads of Educational Institutions and Local Authorities to

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* *cf* for example, table of prices on page of this Chapter and that on page of Chapter I.

see that all possible economy is exercised in the matter of stationery articles such as paper and note-books used by pupils. Further steps need to be taken by the authorities concerned to remove similar legitimate grievances of parents about some of the unnecessary expenditure they have to incur for the education of their children. We, therefore, suggest that no text-books in subjects other than language should be appointed in primary standards below IV save arithmetic books containing mere exercises for standards II and III. Printed outline map-books should not be prescribed in primary schools. No child should be made to buy more than one note book at a time in primary schools and annotations and glossaries should not be used at all. We believe that if effective steps are taken to introduce these measures there will be substantial relief to parents.

57. The only complaint, therefore, that has to be dealt with by us is about the expenditure on school books.

The problem before us is to find ways and means by which the best text-books can be prepared and published at a reasonably low cost so that all parents may be able to purchase these books and their children may get the benefit of well printed and well illustrated books.

A comparison between the prices of various text-books in use at present will be interesting. The following table will give an idea of the minimum and maximum prices of the Marathi language readers available in the market to-day :—

| Books. | Price. | |
|---|---|---|
| | Minimum. | Maximum. |
| | Rs. a. p. | Rs. a. p. |
| Infants Primer .. .. .. | 0 1 0 | 0 2 0 |
| Reader I .. .. .. | 0 1 6 | 0 2 6 |
| Reader II .. .. .. | 0 2 0 | 0 3 6 |
| Reader III .. .. .. | 0 3 6 | 0 4 0 |
| Reader IV .. .. .. | 0 4 6 | 0 5 6 |
| Reader V .. .. .. | 0 5 0 | 0 9 0 |
| Reader VI .. .. .. | 0 6 0 | 0 10 0 |
| Reader VII .. .. .. | 0 7 0 | 0 12 0 |

Assuming that the lowest limit in prices of books has already been reached as a result of competition in the book market, it is necessary to

see if a still greater reduction cannot be brought about by controlling some of the factors connected with the publication and sanctioning of books. Another and still more important problem is to see if, within the lowest limit of prices that may be arrived at, a still better quality of reading material, general got-up and illustrations cannot be secured.

58. The main factors in book-making that affect their prices are size of books, size and quality of illustrations, the number of coloured plates, quality of printing, paper and binding and the total number of copies printed for each edition.

Excepting for the Infants Primer, the usual size of reading books is 16 crown octavo, i.e., 16 page Double Crown. A larger size is generally used for the Infants Primer. We recommend that 8 pages Demi size should be adopted for the Infants Primer. For other books the present size is suitable and should be retained.

59. We give below a table showing the maximum and minimum number of pages in the Marathi language Readers in use at present in various standards :—

| | Number of pages. | |
|---|---|---|
| | Minimum. | Maximum. |
| Infants Primer .. .. .. | 33 | 60 |
| Reader I .. .. .. | 72 | 100 |
| Reader II .. .. .. | 108 | 128 |
| Reader III .. .. .. | 127 | 162 |
| Reader IV .. .. .. | 140 | 183 |
| Reader V .. .. .. | 136 | 191 |
| Reader VI .. .. .. | 152 | 199 |
| Reader VII .. .. .. | 160 | 216 |

It will be seen that there is a variation of 24 to 56 pages (or two to three and a half printed forms) among various books published for any

particular standard. The number of pages in the reading series will depend on the type of print used, the number of illustrations, spacing and the size of the page. So, no hard and fast rules can be laid down about the exact number of pages. However, we suggest the minimum number of pages should be as under :—

| Book. | Number of pages. |
|---|---|
| Infants Primer .. .. .. | 48 |
| Reader I .. .. .. | 80 |
| Reader II .. .. .. | 96 |
| Reader III .. .. .. | 128 |
| Reader IV .. .. .. | 160 |
| Reader V .. .. .. | 176 |
| Reader VI .. .. .. | 192 |
| Reader VII .. .. .. | 208 |

60. The paper used for most of the books is about 28 lbs. weight in double crown size (20″ by 30″). This is suitable for school books other than language readers and may be taken as standard for the future also. For language readers, however, we suggest that Double Demy 44 lbs. super calendered paper with a substance of 80 should be used. Children have to make more constant use of their Readers than of other text-books and hence for the care of their eyes it is necessary that no print should show through. The standard paper we recommend is super calendered technically known as "S. C." This must be used for Language Readers. For other books though "S. C." is preferable, "Glazed Printing" technically known as "M. F." may be allowed. Some text-books are found to have been printed on unglazed or news-glazed paper. This paper is unpleasing to the eye. So also the glossy and reflecting surface of paper (just like Art paper) is harmful to the eyes of the tender children. Publishers should be definitely prevented from using any of the above said kinds of paper. Since Indian paper in all sizes and weights is now available in the market, we strongly recommend that Indian paper should be used for school books. Some publishing firms have been following this principle for a number of years without experiencing any inconvenience whatsoever.

As regards the printing types for letters to be used in books for different standards, we give below the minimum requirements in this respect :—

| | | |
|---|---|---|
| Infants | .. | 32 pt. for headings and words and 24 pt. for sentences. |
| Standard I | .. | 24 pt. for headings and words and 20 pt. for sentences. |
| Standard II | .. | 20 pt. |
| Standard III | .. | 16 pt. thick. |
| Standard IV | .. | 16 pt. thin (with lead). |
| Standard V | .. | 16 pt. thin (with lead). |
| Standard VI<br>Standard VII | ..<br>.. | 14 pt. English Body (with lead). |

Since the manufacturers of type in regional languages hardly work to the point system *in toto*, we give below the standard body equivalents of the above :—

32 pt.=4-line Brevier.

24 pt.=2-line Pica.

20 pt.=Paragon.

16 pt.=2-line Brevier.

14 pt.=English.

It must be remembered that our suggestions regarding type are based on Marathi type. Corresponding types of the other three languages will have to be settled. The same point if made by two different founders even in Marathi may vary in size of face. In the absence of commonly accepted nomenclature for printing types, our suggestions cannot be more specific.

61. Since the binding of books determines their life in the hands of children, we reommend that particular attention should be given to this matter. Thread stitching is necessary for durability.

The cover paper for the Infant and lower standard books should be strong and durable. For the binding of books for upper primary standards, cloth back is essential for durability, especially in the case of books having more than a hundred pages or six forms of sixteen pages each and of books that are expected to be used in more than one standard by the same pupils.

62. Pictures form a vital part of the books for Primary schools. They are as essential as the reading matter itself. Pictures are the gateway to reading in Primary schools. Children are attracted by the pictures in the reading books and they are led to read about them to satisfy their curiosity.

During recent years, considerable progress has been made in India in the field of making and printing pictures and children should benefit from this progress.

The following table will give an idea of the average number of pictures and illustrations in the Marathi Language Readers in use at present :—

*Pictures in the existing Reading Books.*

| Books. | Coloured. | | *Large. | | Small. | | Total. | |
|---|---|---|---|---|---|---|---|---|
| | Maximum. | Minimum. | Maximum. | Minimum. | Maximum. | Minimum. | Maximum. | Minimum. |
| Infants Primer. | 1 | 0 | 11 | 0 | 79 | 32 | 89 | 43 |
| Reader I .. | 2 | 0 | 4 | 1 | 67 | 23 | 70 | 26 |
| Reader II .. | 3 | 0 | 6 | 0 | 58 | 18 | 61 | 18 |
| Reader III .. | 3 | 0 | 10 | 0 | 61 | 26 | 64 | 30 |
| Reader IV .. | 3 | 0 | 13 | 0 | 42 | 28 | 48 | 34 |
| Reader V .. | 1 | 0 | 10 | 1 | 44 | 9 | 45 | 11 |
| Reader VI .. | 1 | 0 | 7 | 0 | 40 | 9 | 41 | 11 |
| Reader VII .. | 1 | 0 | 9 | 0 | 33 | 9 | 41 | 12 |

* Large Picture means a *full page* picture.

We feel that there is scope for improvement both in the quality and appropriateness of the pictures and also in the total number of ordinary and coloured illustrations.

Pictures in lower standard books should be used to attract children towards reading books, to stimulate their interest in reading, to illustrate the reading material and to create in them a liking for good pictures. In the upper standard books, pictures should be used for illustrating the subject matter, and for creating in the minds of pupils a love and appreciation of beauty and art.

The Infant Primer and the Language Readers for the first four standards should be illustrated with coloured plates and pictures. The Language Readers and books for History and Geography and Science for

the upper standards should also have a large number of illustrations. The study of these pictures is as much a part of education as that of the reading material.

In order to satisfy these objectives, the best available artists will have to be employed to produce illustrative material for school books or to supply their pictures for reproduction in the books. This will be rather an expensive affair, and no publisher will be ready to incur such expenditure unless a large sale of the books is guaranteed to him. The cost of pictures per copy of a book will be reduced in proportion to the increase in the total number of copies that are printed by the publisher. It is evident, therefore, that the quality and number of pictures supplied in a book will depend on the total number of copies printed and sold by the publisher.

63. The cost of printing is an important factor which determines to a large extent the price of a book. The larger the number of copies printed, the smaller is the cost of the book for each copy. Consequently the selling price can also be proportionately reduced. The table in the Appendix will illustrate this point.

It will be seen from the figures in the table that for ordinary plain letter-printing the cost of a book for each copy is the highest for the first 1,000 copies, it falls down considerably when 5,000 copies are printed and then goes on falling down rather slowly up to 25,000 or 30,000 copies beyond which the fall is not appreciable. The reduction in cost between 1,000 and 5,000 copies is greater than that between 5,000 and 25,000. Therefore it may safely be concluded that for a text-book with plain letter-printing, without pictures or coloured plates, the minimum printing must be 5,000 copies while the ideal economic unit would be in the neighbourhood of 25,000.

64. The limits of minimum cheap printing are, however, raised when the factors of pictures and coloured plates are introduced. For the majority of books for primary schools, pictures are a necessity and therefore form an important consideration in the cost of printing.

A table showing the graded costs of printing coloured pictures is given in the Appendix.

It will be seen from the above table that the minimum level of printing cost per copy of a coloured picture or a form of 16 pages of coloured pictures is reached when the total number of printed copies is about 25,000. Any edition of a picture-book which is less than 25,000 is bound to be costly. It becomes cheap at 25,000 and by slow degrees goes on becoming cheaper above 25,000 reaching the lowest limit of cost at a lakh. It may safely be concluded, therefore, that a good text-book with a sufficient number of pictures, illustrations and coloured plates must be assured a sale per edition of about 25,000 copies before it can be offered by the publisher at a reasonably low price. *The inclusion of coloured illustrations is recommended chiefly in the language readers for the Infants and Standards I and II.*

65. The above considerations have an important bearing on determining the number of sets of text-books to be sanctioned for schools. The total number of sanctioned sets should be such as will provide for the text-books a sale per edition of about 25,000 copies. The logical procedure would be to estimate the total number of pupils in each standard in a linguistic Division and divide it into units of about 25,000 pupils. This may be held as the cheap-cost unit. The number of sanctioned sets or series of text-books for each standard must never be more than these cheap-cost units in a linguistic Division.

66. We have considered only the printing item in the actual cost of books. There are two other factors which determine the total cost of a book—the author's remuneration and the book-seller's commission. The approximate upper and lower limits for this expenditure in vogue at present will be seen from the table given below :—

| Items. | Maximum. | Minimum. |
|---|---|---|
| | Per cent. | Per cent. |
| Printing, etc. .. .. .. | 60 | 40 |
| Author's share .. .. .. | 20 | 5 |
| Publisher's share .. .. .. | 20 | 10 |
| Book-seller's commission .. .. .. | 20 | 6¼ |

The rates for printing will be determined by free competition in the printing market, and are, therefore, liable to change. The expenditure on paper, printing and binding in the selling price of a text-book is ordinarily somewhere between 40 and 60 per cent.

67. There are three ways of paying the author for his work. Under the royalty system, the publishers pay the author from 10 to 20 per cent. of the price of books actually sold. Some publishers follow the system of paying a certain percentage of the actual profits on the sale of the book. This percentage is generally 50. Others purchase the copy-right of the book by paying the author a fixed amount once for all. When the sale of a book is uncertain, the author would prefer a lump sum in exchange for the copy-right of his book. But when the minimum sale of a book is assured, and there is the possibility of the book running through subsequent editions, the authors would prefer to have their share on the basis of a fixed percentage in the net profits on the sale of the book or on the basis of the royalty system.

68. Taking into consideration all the above mentioned factors in the cost of production and publication of text-books, it would appear that in the lower standards of primary schools it should be possible to get a book at a reasonably low price with an adequate number of illustrations, coloured and uncoloured, and an attractive get up on the basis of an

edition of 25,000 copies. The basis may be somewhat lower for large readers in upper classes and for books on other subjects as the comparative number of illustrations will be smaller and the printing closer. Thus the economic unit would vary from an edition of about 25,000 copies to that of 10,000.

*Table showing the number of pupils by standards in Primary Schools (under all Managements) on 31st March. 1941 (vide paragraph 69).*

| Standard. | Number of pupils in | | | |
|---|---|---|---|---|
| | Marathi Schools. | Gujarati Schools. | Kannada Schools. | Urdu Schools. |
| Infants .. .. | 292,057 | 89,087 | 90,606 | 63,988 |
| Standard I .. .. | 166,159 | 60,184 | 41,825 | 30,386 |
| Do. II .. .. | 134,634 | 49,693 | 33,352 | 21,292 |
| Do. III .. .. | 97,677 | 39,515 | 24,133 | 15,063 |
| Do. IV .. .. | 80,727 | 32,930 | 18,252 | 10,528 |
| Do. V .. .. | 37,649 | 14,644 | 9,210 | 4,426 |
| Do. VI .. .. | 26,049 | 9,577 | 6,102 | 2,566 |
| Do. VII .. .. | 20,634 | 7,972 | 5,899 | 2,125 |
| Total .. | 855,586 | 303,602 | 229,379 | 150,374 |

*Note.*—The number of pupils reading in Secondary Schools in Standards I—III corresponding to primary standards V, VI and VII is not included in the above table.

69. Considering the number of pupils in different linguistic divisions as given in the table above we consider that about 10 sets of books in each subject in Marathi, about 5 sets in Gujarati, about 4 each in Kannada and Urdu will provide enough variety while securing a reasonably low price and a high standard. This number, for the respective linguistic divisions, would assure the production of books as would satisfy the needs of pupils, suit an average parent and adequately remunerate publishers, authors, artists, etc., and at the same time maintain the standard of efficiency sufficiently high. We, therefore, recommend that on the list of sanctioned text-books suggested in the previous chapter, there should be not more than 10 sets of books in each subject for Marathi schools, 5 sets for Gujarati schools and 4 each for Kannada and Urdu Schools.

If the limit of sets recommended above is adhered to, it may be possible to give still better books with better illustrations and get-up at the same price, when Primary Education further expands in the province and thereby leads to a bigger sale. If necessary, the limit to the number of sets may be revised after five or ten years.

70. We propose a definite limitation of the number of books sanctioned as text-books in order to achieve a two-fold result. In the first instance, such a limitation and the periodic revision that we recommend will serve to raise progressively the standard of books on the sanctioned list. Secondly, the limit, by narrowing the sphere of competition, will enable publishers to produce books at a reasonably low cost. In order to ensure that the results of the limitation of numbers envisaged by us are actually obtained in practice, we have laid down at length the requirements as to the content, presentation, appearance, etc., of the text-books in the light of which the Reviewing Committees may fix their standards. While the quality of books will thus be guaranteed, it is equally necessary to watch the prices that the publishers fix for them. The publishers ought not to be allowed to take any unfair advantage of the limitation of the field of competition and we recommend that before a book is placed on the sanctioned list, the Chairman of the Committee should satisfy himself that the price of the book is reasonable in view of its quality and its volume of production. As the various components of the cost of production of a book are liable to vary considerably, we do not think that any useful purpose will be served by our laying down a schedule of reasonable or minimum and maximum prices for various types of books. We have already indicated in this Chapter the manner in which the reasonableness of the price of a book could be examined and ascertained. *The cost of such items as paper, printing, etc., will, we expect, be ascertained by periodic enquiry and the cost structure made up with the advice of experts. The remuneration of authors and the charges of book-sellers and publishers do not similarly fluctuate with market conditions. And in this regard we recommend that the calculation about their reasonableness should proceed on the assumption that these three together do not exceed forty per cent. of the sale price of the book.*

71. The average parent is interested in the cost of school books. This is particularly true in the case of primary schools. We have tried to look at the question of the cost of books from the stand point of the average parent and considered the problem of producing good books at a reasonably low price. If in spite of this consideration, the prices of books go beyond the capacity of certain very poor parents, it is a matter for the State to consider. One obvious method is for the Local Authorities to supply text-books free to poor children.

## CHAPTER VII.

### Summary of Conclusions and Recommendations.

1. Text-books should hereafter be written and judged on the principles laid down in Chapter III.

2. The number of books on the sanctioned list at any time in each subject should be limited to—

10 in Marathi.

5 in Gujarati.

4 in Kannada.

4 in Urdu.

(Chapter V, paragraph 52).

3. All books submitted to the Committee (fresh as well as the sanctioned ones) should be scrutinized at the end of every three years. (Chapter V, paragraph 52).

4. We suggest that the first scrutiny should take place in March 1943 provided the requirements for text-books laid down by us are made known to the public a year in advance. (Chapter IV, paragraph 42).

5. The Divisional School Book Committees should be reconstructed on the lines of the Provincial School Book Committee. Sub-Committees of impartial experts in each subject (ordinarily consisting of three persons) should be set up. All books received for sanction should be sent by the Educational Inspector concerned to the appropriate Sub-Committee for detailed review. The Educational Inspector should collate the opinions contained in the reviews and give the final decision in a meeting of the Sub-Committee. Pictures and illustrations should be got examined by a competent authority. These Sub-Committees should meet at least twice a year. It is neither necessary nor desirable to communicate detailed reviews of books to the authors and publishers.

No book written, edited, or published by a member of a School Book Committee for use in schools as a text-book or supplementary reader shall be considered by the Committee during his membership. (Chapter II, paragraph 25).

6. The members of the School Book Committee should be remunerated adequately by Government in proportion to their work (Chapter II, paragraph 22).

7. Each book submitted for sanction should be accompanied by a fee at the following rate :—

Rs. 10 for a book of 100 pages or less, and

Rs. 10 in addition for every additional 100 pages or less.

Typewritten manuscripts, with original diagrams and pictures, may be accepted at the discretion of the School Book Committee on payment of Rs. 75 for each book and considered for *provisional* sanction. The book should be submitted again for final sanction after it is printed. (Chapter II, paragraph 25).

8. New books submitted for sanction should necessarily be improvements on the old ones already sanctioned as text-books. Mere imitations should not be put on the sanctioned list. (Chapter II, paragraph 23).

9. The Administrative Officer should be required to read the books carefully before recommending them to the School Board and should ordinarily send a list of at least three books in each subject for each standard to the School Board and should, at the same time, submit a copy of the list to the Educational Inspector. As soon as the School Board has taken a decision, the Administrative Officer should communicate it to the Educational Inspector *at least a week* before issuing a circular to the schools. The School Boards should be required to make a decision at least *two* months before the beginning of the school year. If any member of the School Board has any financial interest in the sale of a book recommended by the Administrative Officer, he should not take part in the discussion of and voting on such a book. (Chapter II, paragraph 26).

10. Any irregularities committed by the Board regarding the appointment of text-books should be promptly dealt with by the Department. (Chapter II, paragraph 24).

11. The present rule that except with the previous sanction of the Director of Public Instruction no text-book, once selected, shall be changed before the expiry of three academic years from the date of such selection is good and should be rigidly enforced. Care should be taken to see that School Boards change text-books only if they find better and more suitable books. (Chapter II, paragraph 24).

12. Each series of Language Readers should consist of at least Infants' primer and Readers up to Standard IV. Readers for Standard V to Standard VII may constitute a separate series. Books from the same series should be used at least for one complete stage in the school—Infants to Standard IV and Standards V to VII. And the books in each series should be introduced step by step, so that a group of children reading a book from one series in a class get the next book in the same series to read next year in the higher class and so on.

Similarly if a series is to be replaced by another one, it should be done step by step. The lowest book of a series should be discontinued in the first year, the next book in the second year and so on. The same procedure should be followed even when the series is removed from the sanctioned list. (Chapter II, paragraph 27).

13. The following classification for sanctioning school books should be adopted :—

(*a*) Text-books.

(*b*) Supplementary readers (i.e., books of general interest of varied character containing stories of various kinds dealing with Nature, travel, adventure and so on).

(*c*) Teachers' library books (i.e., books which are intended as reference books, books on pedagogy, books of general interest to teachers).

(*d*) Pupils' library books.

Books falling under (*a*), (*b*) and (*d*) may be classed as prize books. (Chapter II, paragraph 25).

14. The present procedure of reviewing each book independently of the purpose for which the book is submitted and sanctioning it for what it is worth may be continued. (Chapter II, paragraph 21).

15. With a view to economy, the following steps should be taken :—

(*i*) No text-books in subjects other than Language should be appointed in Standards below IV, though Arithmetic books containing mere exercises may be used in Standards II and III.

(*ii*) No child should be made to buy more than one note book at a time.

(*iii*) Printed outline maps should not be prescribed in primary schools.

(*iv*) Books of Annotations and glossaries should not be used at all. (Chapter IV, paragraph 56).

16. The inclusion of coloured illustrations is recommended chiefly in the language readers for the Infants' Class and Standards I and II. (Chapter VI, paragraph 64).

17. Before a book is placed on the sanctioned list, the Chairman of the School Book Committee should satisfy himself that the price of the book is reasonable in view of its quality and its volume of production. The calculation about the reasonableness of the price should proceed on the assumption that the remuneration of authors and the charges of book-sellers and publishers do not exceed forty per cent. of the sale price of the book. (Chapter VI, paragraph 70).

18. We recommend that, in the extreme contingency of no publisher coming forward to bring out any suitable book or books in any particular subject within a reasonable period, Government should arrange to do the same for the benefit of the school world. (Chapter IV, paragraph 42).

19. It is desirable and essential that the Department should fix generally accepted terminology for various subjects and publish the same for the information and guidance of the public. (Chapter IV, paragraph 43).

20. Well illustrated books for reference need to be produced and supplied to *all* primary schools—particularly full grade primary schools. The Department and the various Local Authorities should make generous provision for the supply of such books to school libraries. (Chapter IV, paragraph 44).

*Secondary School Books.*

21. We do not suggest many changes in the present procedure of sanctioning and prescribing text-books in Secondary Schools or Training Institutions. Nor do we suggest any limit to the number of text-books in each subject. The number of sanctioned books should, however, be limited to good and suitable books and books which do not claim any originality in treatment or methods of approach should not ordinarily be placed on the sanctioned list. No sanction should be necessary for books for the teachers' library as the Head Masters of Secondary Schools or of Training Institutions are in a position to choose books suited to the requirements of their teachers. There is a rule at present that text-books once prescribed should not be changed for at least three years. It is a good rule and should be rigorously enforced. No book written, edited, or published by a member of the Provincial School Book Committee for use in schools as a text-book or a supplementary reader should be considered by the Committee during his membership.

(1) D. C. PAVATE.
(2) SYED NURULLAH.
*(3) AMY B. H. J. RUSTOMJEE.
*(4) S. PANANDIKAR.
(5) S. R. TAWDE.
(6) H. S. TORGAL.
(7) P. D. VYAS.
(8) L. R. DESAI.
*(9) S. L. KARANDIKAR.
†(10) S. A. BRELVI.
(11) M. K. KARKHANIS.
(12) B. G. JAGTAP.
(13) D. R. GADGIL.
*(14) K. R. KANITKAR.
*(15) R. REUBEN.
*(16) G. S. KHAIR.

* Subject to a minute of dissent. † Subject to a note.

## A NOTE.

While I fully agree with my colleagues in their views on the question of the number of text-books to be sanctioned for use in schools, I think that the recommendations made by the Committee should not preclude the State from preparing and publishing these text-books. In the interest of education, private enterprize must have free and full scope; but it should not be forgotten that a representative Government is not only expected to know the educational needs of children attending schools but, with its resources, is also in a position to satisfy them adequately. I suggest, therefore, that, besides setting up a machinery for examining and sanctioning text-books, Government should undertake the preparation of model text-books. They should, for this purpose, engage experts representing all interests and also make their own arrangement for the printing and publishing of these books. The books published by Government will be on the sanctioned list in addition to the maximum number of books on each subject recommended by the Committee. The preparation and publication of text-books by Government, far from discouraging private enterprize, will, I believe, stimulate healthy competition between the two agencies and thus tend to raise the standard of text books. In selecting the personnel of Committees for preparing and reviewing books, care should be taken to see that the interests of all communities are, as far as possible, safeguarded.

S. A. BRELVI.

Bombay, September 15, 1941.

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## MINUTES OF DISSENT.

### I

The recommendations of the Committee are definite on two important points. The Committee has decided against uniformity of text-books and has also expressed the view that the publication of text-books should continue to be entrusted to private agencies as at present. As regards publication, Chapter I of the Committee's report contains some valuable information. For a long time, the publication of text-books continued to be the exclusive business and concern of Government. It is difficult to understand, at this distance of time, what induced Government to give up this "monopoly of a very lucrative character". The very fact that by the year 1905-06, "agencies able and willing to take on duties of Government in regard to the publication and sale of these books" appeared in the field seems to me to be conclusive proof of the fact that the keen business instinct of several publishing firms was able to foresee how highly profitable the text-book trade promised to be. Prior to

1920, the report admits, Government realised annually Rs. 21,000 as royalty. With the expansion of primary education since 1920, Government would certainly have realized at least double the amount every year even if Government unwilling to carry on the monopoly system, had merely received a royalty of 10 per cent. on the retail price of all books sold. These figures form a sufficient inducement to the provincial Government to revert to the monopoly system. If a business company can afford to pay Government nearly Rs. 50,000 per annum outright, it is easy to conclude that Government can, by keeping the monopoly to itself, earn something in the neighbourhood of Rs. 1,00,000. If Government accepts this view and runs this business with the diligence and prudence of a proprietory business concern, the question of the free supply of text-books to poor students in primary schools can be easily solved. Government should have no hesitation in taking upon itself this responsibility at least in the case of the first four standards in primary schools because there the problem is very simple, the Committee having made the valuable recommendation that no text-books in subjects other than the regional language should be appointed in standards below IV.

The historical facts traced in the first Chapter of the Committee's report are very useful. They establish the fact that those who advocate uniformity of text-books advocate nothing novel or fantastic. For a very long period, uniformity of text-books worked in our province successfully. Government should have remained wakeful and should have carried on the work of revising the contents of the departmental series every three or five years. It should have likewise taken up the work of revising the very basis and plan of the departmental series every ten or twelve years. Government failed to do this and, as a consequence, the departmental series of Marathi text-books was found by 1920 to be out of date both as regards plan and contents. As soon as these defects were brought to the notice of Government, prompt and sincere efforts ought to have been made to bring about the necessary improvements. Instead of doing this, Government decided to adopt what can be described as the *laissez faire* policy. The remedy proved to be worse than the disease ; and when a popular Government was established in the province in 1937, it could not ignore the ever-growing volume of grievances as regards the defective contents of text-books, the repeated and capricious changes in text-books and several incidental evils that had cropped up in the course of nearly fifteen years. Government could have adopted the summary procedure of deciding in favour of uniformity but it chose the method of appointing a Committee to examine the whole problem.

I have tried to understand the arguments advanced against uniformity —some of them by educationists of status. I understand the educational principle that every child is an independent problem. The soundest educational practice would allow the teacher to study each

child independently and enable him to carry on his experiments, unfettered by any text-books sanctioned or unsanctioned. But these lofty theories and principles have nothing whatever to do with the compilation and publication of the plethora of text-books now in the field. So far as the publication aspect of it is concerned, this plethora has resulted from an eagerness to exploit the Swadeshi Spirit; so far as the compilation aspect of it is concerned, this plethora has resulted from a tendency to harness the democratic spirit in education to absolutely questionable ends and purposes. Though the Committee has tried to check this plethora by recommending that there should be in the field simultaneously only a particular number of sets of text-books, much of the evil that the Committee set out to remedy would, I am afraid, remain unredressed. Absolute uniformity alone can check the evil and so long as it is not proved that the law of diminishing returns begins to operate if more than 25,000 copies of a book are printed at one time, even the economic aspect of the question can be taken to be in favour of uniformity.

There is one point in favour of uniformity which I expected some witness or the other to emphasise. It is the national aspect of the question. India is and has been a nation so far as the geographical, cultural and traditional aspects of the nation-idea are concerned. But so far as the thought aspect is concerned, India is, to a certain extent, a nation in the making. In order that this nation should attain a maximum uniformity in the sphere of thoughts and ideas, planned effort on the part of Government, universities, educational institutions and the public is quite necessary. Uniformity of text-books is certainly one effective method by which a large number of citizens can reach a common plane of thoughts and ideas.

In order that the uniformity of text-books should really help the growth of common thought in the rising generation, one aspect of the contents of text-books must be valued as an aspect of primary importance. Many of the text-books now in vogue contain material which is trivial if not definitely frivolous. The craze for novelty and simplicity has tended to make at least primary education almost farcical. If this great nation of ours is to be able to play its destined role effectively in the onward march of the world, this serious trifling must discontinue. Text-books for primary schools must be planned from the top downward. The clear view behind the planning should be to enable the student, on the completion of his primary education, to understand the glory that was once associated with India, the stigma of slavery and helplessness that India to-day bears and the decisive part that India, with her resources in men and material, can play in the future shaping of world events, if every citizen understands how modern nations are building mighty organisations and forging effective means with the help of scientific research and discovery.

Having stated at length the reasons in favour of absolute uniformity of text-books, I now turn to a few minor points wherein I disagree with the Committee's recommendations. The proposal that every text-book submitted for being sanctioned must be accompanied by a prescribed fee is very useful. The allowance made for typed copies is also welcome. I would personally allow even manuscripts if neatly and legibly written. What I fail to understand is the Committee's unwillingness to enlighten authors and publishers as to the reasons which led either to the acceptance or rejection of books submitted. If the preparation of text-books of high quality is to proceed satisfactorily, prospective writers must understand what constitutes merit in text-books. If the reasons for which a book is either accepted or rejected are not made known to the authors, there is no scope left for their improvement. Secrecy in this matter is unjustified for a variety of other reasons also. I hope, therefore, that Government would, while considering the report, re-consider this aspect of the Committee's recommendations and allow authors and publishers to know the reasons underlying the sanctioning authority's decision either for or against a submitted text-book.

If my recommendations in favour of absolute uniformity are accepted, the point that I propose to discuss hereafter would appear out of place. In case the Committee's recommendations in favour of limited variety are finally accepted, I must very emphatically assert that members of school boards should have nothing whatever to do in prescribing text-books. Members of school boards are ordinary men in the streets—nothing better, nothing worse. It is all very well that they should be associated with the administration of primary education in their respective areas. But to clothe them with the authority to prescribe mental and intellectual tonic for thousands of children is as silly, ridiculous and harmful as to clothe them with the authority to prescribe tonics for the sickly children in schools. The ignorance of many of the members of school boards is not a serious problem. The real problem is that they do not know that they are ignorant. If at all some freedom in the final choice of text-books is to be given, I would like the headmasters in charge of the several schools to select one out of the three or four sets recommended by the Administrative Officer concerned.

S. L. KARANDIKAR.

13th September 1941.

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II

I sign the report subject to a small minute of dissent. This is in regard to the recommendation made in paragraph 52 of the fifth Chapter. I am of opinion that though diversity of text-books may be desirable in higher

standards it is not so especially in the first four standards. I am led to this conclusion by my experience of about six years as Chairman of a District School Board. Only one text-book in a subject should be in use at a time in a linguistic area in every standard up to the fourth. The text-book may be changed after three years. This I am driven to say when one takes into consideration the intellectual attainment of a majority of members of a School Board, their interests and outlook on education.

K. R. KANITKAR.

13th September 1941.

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## III

### The Prescribing Agency.

I disagree with the decision of the Committee on the question of the agency for prescribing text-books.

When a machinery has been devised by the committee to place only the best books on the sanctioned list, I see no reason why headmasters of primary schools should not be allowed to select the proper books for their schools. The headmaster is in a better position to know the needs, standards and interests of his pupils, and therefore he is a better person to prescribe text-books (from the sanctioned list) for his school than the members of the School-boards.

The main object in having a variety of text-books is to provide a wider field for the selection of the proper text-book, according to the various standards, tastes and needs of the pupils of different schools in different parts of a district. By maintaining the present prescribing agency as it is, there is a possibility of a uniform set of books being prescribed for the whole of a district. This means that the pupils, teachers and schools of the district are deprived of the advantages of a variety of text-books, and as far as they are concerned, they will suffer from all the disadvantages of uniformity, which the Committee has taken care to avoid.

Thus although the Committee has accepted the principle of a limited variety for the whole region, it has in practice consented to the principle of uniformity as far as a district is concerned. The advantages of variety are not made available to individual schools in a district.

It may be argued that the headmaster has neither the time nor the ability to go over the various text-books and make a proper choice. It may be further argued that the headmaster will be subject to influences in his choice of text-books. On close scrutiny it will be found that the

above charges, if true, are also applicable, and more so, in the case of a school-board than in the case of the headmaster.

As a compromise between the present prescribing agency and complete freedom for the head-master (within the limits of the sanctioned list), I would suggest that the Administrative Officer should make a list of five text-books in the case of Marathi districts and three text-books in the case of other districts, and the headmaster of a school should be free to make his choice. If even this principle of limited freedom for the headmaster is not accepted, the evils of uniformity will continue to work as far as the schools, pupils and teachers are concerned.

I am therefore in favour of complete freedom for the headmaster within the limits of the sanctioned list, or in the alternative, a limited freedom for the headmaster within a list of five or three text-books recommended by the Administrative Officer.

G. S. KHAIR.

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## IV.

We regret to have to differ from our colleagues on the question of setting a limit to the number of books sanctioned for use in primary schools.

On principle we feel that there should be no arbitrary limit to the number of text-books on the sanctioned list, except that which will automatically be set by quality and suitability.

A limit to the number of sanctioned books has been recommended on various grounds. It is believed that such a limit will prevent the market from being swamped with books of the same type and of inferior quality. But if School Book Committees are re-constituted on the lines recommended in the report, there will be a body of experts, competent to put only the best books on the sanctioned list, and the high standard set up will automatically drive inferior books out of the market.

It is also argued that a limited number of sanctioned books will make it easier for prescribing authorities to select the best books for use in their schools. But if the re-constituted School Book Committees take care to place only good books on the sanctioned list, no further safeguard of limitation is necessary to ensure the selection of the most suitable books.

The main argument, however, for sanctioning only a limited number of text-books is that such a limit will guarantee the required minimum sale to publishers and so induce them to risk the necessary capital to

produce books of good quality. It has been calculated that a good text book, with a sufficient number of pictures and illustrations and coloured plates, must be assured a sale, per edition, of about 25,000 copies before it can be offered by the publishers at a reasonably cheap rate.

Taking 25,000 as the cheap-cost unit, set limits of 10, 5, 4, 4 have been fixed for Marathi, Gujarati, Kannada and Urdu text-books respectively.

But such limitations, by itself, cannot guarantee the required minimum sale for everyone of the sanctioned sets. Every group of 25,000 pupils will not necessarily use a different set of books. Some sets will be more popular than others. Some may not be used at all while some may have a very limited sale. Thus the main object of limiting the number of sanctioned sets in order to guarantee a sale of 25,000 copies to each will not be achieved. Not even one set can have a guaranteed sale unless every group of about 25,000 pupils is ordered to use a different set. Very few of our colleagues would subscribe to such compulsion.

In these circumstances, we doubt if any publisher will be ready to risk the necessary capital to issue an edition of 25,000 copies which may not be sold.

The table in paragraph 68 gives the number of children in primary schools. These numbers do not justify the recommended limits on the basis of the cheap-cost unit of 25,000 copies. To ensure the required sale of 25,000 for ten sets, there should be at least 250,000 pupils. At this rate, in not one Marathi standard except the Infants, are ten sets justified. In no standard in Gujarati can the sale of 5 sets of 25,000 each be guaranteed. In fact, almost half the standard groups, cannot sustain even one set of books, if the cheap-cost criterion is to be applied.

The limitation recommended, therefore, cannot ensure to any set of books the required minimum sale of 25,000 copies.

On the other hand, such an arbitrary limitation will hinder the free production of educational text-books. Open competition has effected much improvement in school books. If a limit is now set, it will discourage a great deal of educational effort and experimentation. Inspiration cannot wait and the impetus of the moment cannot be sustained over a period of years. Though we agree that all school books should be re-scrutinised at the end of three years, we feel that scrutinizing should be a continuous process and no book should have to wait till the end of the three year period before being judged. Thus good books will be available for use in schools soon after publication.

Limitation might also prove unfair to both authors and schools by barring out books that meet all the requirements and are perhaps better

than those on the sanctioned lists, but are brought out a short time after the lists are made up. Even when the lists are revised there can be no certainty of such books finding a place on them as it is often difficult to dislodge those books that are firmly rooted there.

If only a limited number of books is to be placed on the sanctioned list, there is sure to be great competition amongst authors and publishers to find a place among the select few. There is likely to be a scramble for patronage which might lead to the use of undesirable means of influence.

Limiting the number of sanctioned books is expected to help authors to a fair share of remuneration for their work. It might help some writers, but debar many more ; a few privileged ones will benefit at the expense of the many who will be deprived of all opportunities of entering the field of educational publication.

Open healthy competition will help to keep down the prices of school books and to improve their quality. If in addition to this, the Book Committees set up a high standard, the right kind of books will surely be forthcoming.

How the publishers will meet the new demand for cheap books of good quality is their business and primarily no concern of ours.

We are of opinion that putting a limit on the number of books on the sanctioned list will serve no useful purpose, but will be a retrograde step that will hamper the progress of educational thought in the country.

We would also like to point out the discrepancy between recommendations 5 and 9 about the membership of authors on School Book Committees and School Boards. In the one case they are not allowed to be on the Committees, or, if on the Committees, their books are not to be considered, while in the other they merely take no part in the discussion and voting on their books. We are of opinion that authors may be members of School Book Committees and their books may be considered for sanction but they themselves should take no part in the discussion and voting on such books.

With regard to recommendation 9, we should like to point out that the Administrative Officers in recommending books, and the School Boards in prescribing books should take into account the different needs of the different types of schools in the districts and should recommend and prescribe more than one set of books, if necessary, from which a choice would be made for each particular school.

We feel very strongly that there should be no limit to the number of school text-books sanctioned so that there may be a wide variety of good books from which the authorities concerned may choose books suited to the needs of the children they educate.

REBECCA REUBEN.
AMY B. H. J. RUSTOMJEE.
S. PANANDIKAR.

13th September 1941.

## APPENDIX A.

*List showing the names of witnesses examined by the Committee.*

1. Mr. S. R. Nargolkar, Secretary, Bombay Primary Teachers' Association, Bombay.
2. Mr. M. T. Vyas, Secretary, New Education Fellowship and Principal, New Era High School, Bombay.
3. Mr. Saif F. B. Tayabji, Secretary, Anjuman Islam, Bombay.
4. Mr. G. J. Bhat, Administrative Officer, District School Board, Surat.
5. Mr. R. D. Derasari, Head Master, Basic Training Centre, Katargaon, Surat.
6. Mr. R. E. Hawkins, Manager, Oxford University Press, Bombay.
7. Mrs. G. R. Billimoria, Thorbourn House, Apollo Bunder, Bombay.
8. Mr. C. C. Shah, Teacher, Sarvajanik High School, Surat.
9. Dr. R. P. Paranjpye, President, Text Book Conference and Ex-Minister of Education, 1220, Bhamburda, Poona 4.
10. Mr. H. G. Deshpande, B.A., deputed by the Chairman, Karnatak Vidya Vardhak Sangh, Dharwar.
11. Mr. N. T. Jagtap, Administrative Officer, District School Board, Dharwar.
12. Mr. D. V. Bhonde, Administrative Officer, District School Board, Satara.
13. Mr. K. B. Ghate, Principal, Training College for Men, Poona.
14. Mrs. Zubaida Syed, Lady Superintendent, Urdu Training College for Women, Poona.
15. Mr. R. A. Rege, Administrative Officer, District School Board, Ratnagiri.
16. Mr. V. H. Damale, New Kitabkhana, Poona 2.
17. Mr. J. P. Naik, Member, Provincial Board for Adult Education, Dharwar.
18. Rao Bahadur P. G. Halkatti, Bijapur.
19. Mr. R. P. Sabnis, Head Master, New School, Junnar.

## APPENDIX B.

*List showing names of associations that sent replies to the questionnaire and of persons who supplied information in writing.*

1. The Bombay Provincial Secondary Teachers' Federation, Bombay.
2. Khandesh Secondary Teachers' Association, Khandesh.
3. Satara District Secondary Teachers' Association, Satara.
4. Nawasari Secondary Teachers' Association, Nawasari.
5. Nutan Shikshan Sangh, Surat.
6. Dharwar District Board of Head Masters, Dharwar.
7. President and Members of Vishram Dham, Poona City.
8. President, Parents' Association, Lanje (Rajapur).
9. Parents' and Teachers' Association, Gaokhadi (Rajapur).
10. Municipal A Ward Local Committee, Bombay.
11. Sir Ratan Tata Industrial Association, Bombay.
12. Institute of Shri Madha Samelan, Broach.
13. Municipal Teachers' Association, Gujarat, Ahmedabad and Kathiawar.
14. New Education Fellowship, Bombay.
15. Head Masters' Association, Bombay.
16. Kamatak Secondary Teachers' Association, Dharwar.
17. Sholapur District Teachers' Association, Sholapur.
18. Sashti Teachers' Association, Thana.
19. Primary Teachers' Association, Thana.
20. Municipal Primary Teachers' Association, Kalyan.
21. Shikshaka Vichar Mandal, Satara.
22. Vidyarthi Mandal, Broach.
23. Baroda State Secondary Teachers' Association, Baroda.
24. Kadwa Patidar Kelavani Uttejak Sanstha, Ahmedabad.
25. Tasgaon Primary Teachers' Association, Tasgaon.
26. Kolhapur Secondary Teachers' Association, Kolhapur.
27. Prathmik Shikshak Mandal, Dharwar.
28. English Teaching Secondary Schools Association, Bombay.
29. Bhandari Samaj, Karwar.
30. Public Meeting of Citizens, Ahmedabad.
31. Karnatak Vidya Vardhak Sangh, Dharwar.
32. Primary Teachers' Association, Jalgaon.
33. Shree Panchal Yuvak Mandal, Ahmedabad.
34. Municipal Primary Teachers' Association, Sholapur.
35. New Education Society, Hubli.
36. Mr. J. A. Neale, J.P., Superintendent, Government Printing and Stationery, Bombay.

## APPENDIX C.

*Graded Cost of Production in Relation to Number of Copies.*

For a book of six Forms of 16 pages in Crown Octavo size. Printing paper 28 lbs. Cover paper 60 lbs. D. Crown. Binding, wire stitch and cover back paste.

| Item. | Rate. | 1,000 Copies. | 5,000 Copies. | 10,000 Copies. | 25,000 Copies. | 50,000 Copies. | 100,000 Copies. | Description and remarks, if any. |
|---|---|---|---|---|---|---|---|---|
| | | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | |
| (*a*) Composing 6 Forms .. | Rs. 12 per form .. | 72 0 0 | 72 0 0 | 72 0 0 | 72 0 0 | 72 0 0 | 72 0 0 | |
| (*b*) Printing .. | Rs. 3 to Rs. 2-8 per form. | 18 0 0 | 75 0 0 | 150 0 0 | 375 0 0 | 750 0 0 | 1,500 0 0 | Rs. 3 per form for first 1,000. Rs. 2-8-0 per form for and above 5,000. |
| (*c*) Cover Printing .. | Re. 1 to As. 12 per 1,000 copies. | 1 0 0 | 3 12 0 | 7 8 0 | 18 12 0 | 37 0 0 | 75 0 0 | Re. 1 for first 1,000. As. 12 per 1,000 for and above 5,000. |
| (*d*) Binding .. | Rs 7-8-0 per 1,000 copies. | 7 8 0 | 37 8 0 | 75 0 0 | 187 8 0 | 375 0 0 | 750 0 0 | Thread stitch and cloth back cover will cost about Rs. 60 more per 1,000 copies. |
| (*e*) Paper for Cover and Text .. | Rs. 85 per 1,000 copies. | 85 0 0 | 425 0 0 | 850 0 0 | 2,125 0 0 | 4,250 0 0 | 8,500 0 0 | |
| (*f*) Total Cost .. | .... | 183 8 0 | 613 4 0 | 1,154 8 0 | 2,778 4 0 | 5,484 8 0 | 10,897 0 0 | |
| (*g*) Cost per Copy .. | .... | 0 2 11·23 | 0 1 11·51 | 0 1 10·16 | 0 1 9·33 | 0 1 9·06 | 0 1 8·92 | |

## APPENDIX D.

*Graded Cost of Production for a coloured Picture-Book.*

For one Form of 16 pages (16 D. Crown Octavo) for Text Books.

| Item. | Rate. | 1,000 Copies. | 5,000 Copies. | 10,000 Copies | 25,000 Copies. | 50,000 Copies. | 100,000 Copies. | Details. |
|---|---|---|---|---|---|---|---|---|
| | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| (1) 16 Designs or Pictures .. .. | Rs. 12 per Design .. | 192 | 192 | 192 | 192 | 192 | 192 | |
| (2) 16 Copper Blocks, 3 coloured .. | Rs. 40 per Block-set .. | 640 | 640 | 640 | 640 | 640 | 640 | |
| (3) Art Paper .. .. . | Rs. 60 per 1,000 of one form plus spoilage. | 60+6 | 300+30 | 600+45 | 1,500 +112-8-0 | 3,000 + 150 | 6,000 + 300 | Spoilage at 5 to 10 per cent. |
| (4) Printing .. .. .. | Rs. 192 to Rs. 72 per 1,000 of one form. | 192 (at Rs. 192 per 1,000). | 840 (at Rs. 168 per 1,000). | 1,440 (at Rs. 144 per 1,000). | 2,400 (Rs. 96 per 1,000). | 4,200 (Rs. 84 per 1,000). | 7,200 (Rs. 72 per 1,000). | Graded reduction in the rate per 1,000. |
| | | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | Rs. a. p. | |
| (5) Folding, Cutting and Miscellaneous .. | Rs. 2 to Re. 1 per 1,000 of one form. | 2 0 0 | 8 12 0 | 15 0 0 | 31 4 0 | 50 0 0 | 100 0 0 | Graded reduction in the rate per 1,000 |
| (6) Total Cost .. .. .. | .... | 1,092 0 0 | 2,010 12 0 | 2,932 0 0 | 4,875 12 0 | 8,232 0 0 | 14,432 0 0 | |
| (7) Cost per Copy .. .. .. | .... | 1 1 5·6 | 0 6 5·02 | 0 3 8·2 | 0 3 1·3 | 0 2 7·6 | 0 2 3·1 | |
| (8) Cost per Page or per Picture .. | .... | 0 1 1·7 | 0 0 4·37 | 0 0 2·5 | 0 0 2·3 | 0 0 1·97 | 0 0 1·73 | |

## APPENDIX E.

*Tables showing annual average cost per pupil per standard in primary schools on (1) text-books including outline mapbooks and supplementary readers and on (2) Drawing and writing material.*

MUNICIPAL GUJARATI GIRLS' SCHOOL, BHULESHWAR.

| | | | Rs. a. p. | Rs. a. p. |
|---|---|---|---|---|
| Infants | .. Books .. .. .. | | 0 2 0 | |
| | Slate .. .. .. | | 0 2 0 | |
| | | | | 0 4 0 |
| Standard I | .. Books .. .. .. | | 0 2 3 | |
| | Slate .. .. .. | | 0 2 0 | |
| | | | | 0 4 3 |
| „ II | .. Books .. .. .. | | 0 10 6 | |
| | 2 exercise books .. .. | | 0 2 0 | |
| | Slate .. .. .. | | 0 4 0 | |
| | | | | 1 0 6 |
| „ III | .. Books .. .. .. | | 1 9 6 | |
| | 5 exercise books .. .. | | 0 9 0 | |
| | Slate .. .. .. | | 0 4 0 | |
| | | | | 2 6 6 |
| „ IV | .. Books .. .. .. | | 1 15 6 | |
| | Slate .. .. .. | | 0 4 0 | |
| | 5 exercise books .. .. | | 0 9 0 | |
| | | | | 2 12 6 |
| One of the books costing Re. 0-4-0 is the same as for Standard III. Hence actual cost is .. .. .. .. .. | | | | 2 8 6 |
| | | Rs. a. p. | | |
| Standard V | .. Books .. .. .. | 4 0 0 | | |
| | 9 exercise books .. .. | 1 8 0 | | |
| | | | | 5 8 0 |
| „ VI | .. Books .. .. .. | 6 2 0 | | |
| | Exercise books .. .. | 1 10 0 | | |
| | | | | 7 12 0 |
| Of these, however, Rs. 2-9-0 worth of books are the same as for 5th, 6th and 7th Standards. Hence actual cost is .. .. .. | | | | 5 3 0 |
| | | Rs. a. p. | | |
| Standard VII | .. Books .. .. .. | 6 3 0 | | |
| | 10 exercise books .. .. | 1 10 0 | | |
| | | | | 7 13 0 |
| Of these, however, Rs. 2-9-0 worth of books are the same as for 5th, 6th and 7th Standards, and another Rs. 2-5-0 worth of books are the same as for Standard VI. Hence Rs. 4-14-0 should be deducted from the cost of books for Standard VII. Actual cost .. .. | | | | 2 15 0 |

## Poona District.

| Standards. | Text Books. | Drawing and writing material. | Total. |
|---|---|---|---|
| *Boys' Schools.* | Rs. a. p. | Rs. a. p. | Rs. a. p. |
| Infants .. .. | 0 1 0 | 0 2 0 | 0 3 0 |
| Standard I .. .. | 0 4 0 | 0 1 0 | 0 5 0 |
| ,, II .. .. | 0 7 0 | 2 6 0 | 2 13 0 |
| ,, III .. .. | 1 0 0 | 2 6 0 | 3 6 6 |
| ,, IV .. .. | 2 6 0 | 3 4 0 | 5 10 0 |
| ,, V .. .. | 4 4 0 | 3 12 0 | 8 0 0 |
| ,, VI .. .. | 7 6 0 | 5 1 0 | 12 7 0 |
| ,, VII .. .. | 6 8 0 | 3 2 0 | 9 10 0 |
| *Girls' Schools.* | | | |
| Infants .. .. | 0 1 0 | 0 2 0 | 0 3 0 |
| Standard I .. .. | 0 4 0 | 0 2 0 | 0 6 0 |
| ,, II .. .. | 0 12 0 | 1 5 0 | 2 1 0 |
| ,, III .. .. | 1 8 0 | 2 0 0 | 3 8 0 |
| ,, IV .. .. | 2 14 0 | 2 8 0 | 5 6 0 |
| ,, V .. .. | 4 11 0 | 2 8 0 | 7 3 0 |
| ,, VI .. .. | 5 8 0 | 3 4 0 | 8 12 0 |
| ,, VII .. .. | 5 8 0 | 4 0 0 | 9 8 0 |

## Poona Municipality.

| | | | |
|---|---|---|---|
| *Boys' Schools.* | | | |
| Infants .. .. | 0 9 0 | 0 4 0 | 0 13 0 |
| Standard I .. .. | 0 12 0 | 0 3 6 | 0 15 6 |
| ,, II .. .. | 1 0 0 | 0 7 0 | 1 7 0 |
| ,, III .. .. | 1 8 0 | 0 15 6 | 2 7 6 |
| ,, IV .. .. | 2 8 0 | 2 5 6 | 4 13 6 |
| ,, V .. .. | 3 0 0 | 4 0 0 | 7 0 0 |
| ,, VI .. .. | 3 0 0 | 5 5 0 | 8 5 0 |
| ,, VII .. .. | 3 8 0 | 4 8 0 | 8 0 0 |
| *Girls' Schools.* | | | |
| Infants .. .. | 0 9 0 | 0 3 0 | 0 12 0 |
| Standard I .. .. | 0 12 0 | 0 4 0 | 1 0 0 |
| ,, II .. .. | 1 4 0 | 0 8 6 | 1 12 6 |
| ,, III .. .. | 2 0 0 | 0 15 0 | 2 15 3 |
| ,, IV .. .. | 2 8 0 | 2 4 0 | 4 12 0 |
| ,, V .. .. | 3 0 0 | 4 7 0 | 7 7 0 |
| ,, VI .. .. | 3 8 0 | 4 14 0 | 8 6 0 |
| ,, VII .. .. | 4 0 0 | 2 6 0 | 6 6 0 |

## Dharwar District.

| | | | |
|---|---|---|---|
| Infants .. .. | 0 3 6 | 0 5 0 | 0 8 6 |
| Standard I .. .. | 0 4 0 | 0 5 0 | 0 9 0 |
| ,, II .. .. | 0 5 6 | 0 13 0 | 1 2 6 |
| ,, III .. .. | 0 6 6 | 0 14 0 | 1 4 6 |
| ,, IV .. .. | 2 6 0 | 1 8 0 | 3 14 0 |
| ,, V .. .. | 3 0 0 | 1 14 0 | 4 14 0 |
| ,, VI .. .. | 6 12 0 | 3 14 0 | 10 10 0 |
| ,, VII .. .. | 6 4 0 | 4 0 0 | 9 4 0 |

AHMEDABAD DISTRICT.

| Standard. | Expenditure on text books. | Expenditure on note books and stationery. | Total. |
|---|---|---|---|
| | Rs. a. p. | Rs. a. p. | Rs. a. p. |
| Infants .. .. | 0 1 0 | 0 6 0 | 0 7 0 |
| Standard I .. .. | 0 2 0 | 0 7 0 | 0 9 0 |
| „ II .. .. | 0 2 6 | 0 8 0 | 0 10 6 |
| „ III .. .. | 0 4 0 | 0 8 0 | 0 12 0 |
| „ IV .. .. | 1 3 0 | 0 10 0 | 1 13 0 |
| „ V .. .. | 1 11 0 | 0 10 0 | 2 5 0 |
| „ VI .. .. | 3 0 0 | 0 12 0 | 3 12 0 |
| „ VII .. .. | 0 7 0 | 0 12 0 | 1 3 0 |

* Some books are common in Standards V, VI and VII.

APPENDIX F.,

*Lists of existing text-books for primary schools, scrutinised by the Marathi, Gujarati, Kannada and Urdu Sub-Committees.*

LANGUAGE.

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI. | | |
| | *(i) Balbodh Reading Series.* | | |
| 1 | Navayuga Wachanmala—Balwachan Parts I, II. | P. K. Atre and V. D. Ghate. | Karnatak Publishing House, Chira Bazar, Bombay 2. |
| 2 | Navayuga Wachanmala—Pustak Pahilen. | Do. .. | Do. |
| 3 | Navayuga Wachanmala—Pustak Dusaren. | Do. .. | Do. |
| 4 | Navayuga Wachanmala—Pustak Tisaren. | Do. .. | Do. |
| 5 | Navayuga Wachanmala—Pustak Chouthen. | Do. .. | Do. |
| 6 | Marathi Sahitya Parichaya—Bhag Pahila. | S. B. Ranade and G. D. Khanolkar. | Do. |
| 7 | Marathi Sahitya Parichaya—Bhag Dusara. | Do. .. | Do. |
| 8 | Marathi Sahitya Parichaya—Bhag Tisara. | Do. .. | Do. |
| 9 | Marathi Wachanmala—Lahan Mulanchen Wachan. | V. R. Nerurkar .. | K. B. Dhavale, Shri Samarth Sadan, Benam Hall Lane, Girgaon, Bombay. |
| 10 | Marathi Wachanmala—Pahilen Pustak. | Do. .. | Do. |
| 11 | Marathi Wachanmala—Dusaren Pustak. | Do. .. | Do. |
| 12 | Marathi Wachanmala—Tisaren Pustak. | Do. .. | Do. |
| 13 | Marathi Wachanmala—Chouthen Pustak. | Do. .. | Do. |
| 14 | Marathi Wachanmala—Pachaven Pustak. | G. M. Vaidya and A. V. Marathe. | Do. |
| 15 | Marathi Wachanmala—Sahaven Pustak. | Do. .. | Do. |
| 16 | Marathi Wachanmala—Sataven Pustak. | Do. .. | Do. |
| 17 | Manwantarwachanmala—Bal Wachan. | B. G. Jagtap and G. H. Patil. | S. L. Kokate, 300 Sadashiv Peth, Poona 2. |
| 18 | Manwantarwachanmala—Pustak Pahilen. | Do. .. | Do. |
| 19 | Manwantarwachanmala—Pustak Dusaren. | Do. .. | Do. |
| 20 | Manwantarwachanmala—Pustak Tisaren. | Do. .. | Do. |
| 21 | Manwantarwachanmala—Pustak Chouthen. | Do. .. | Do. |
| 22 | Manwantarwachanmala—Pustak Panchaven. | Do. .. | Do. |
| 23 | Manwantarwachanmala—Pustak Sahaven. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*contd.* | | |
| | (i) *Balbodh Reading Series*—contd. | | |
| 24 | Vangmaya Guccha—Pustak Pahilen. | D. S. Kulkarni, K. P. Puranik and S. V. Subhedar. | S. N. Joshi, Chitrashala Press, 1026, Sadashiv Peth, Poona 2. |
| 25 | Vangmaya Guccha—Pustak Dusaren. | Do. .. | Do. |
| 26 | Vangmaya Guccha—Pustak Tisaren. | Do. .. | Do. |
| 27 | Vangmaya Guccha—Pustak Chouthen. | Do. .. | Do. |
| 28 | Vangmaya Guccha—Pustak Panchaven. | Do. .. | Do. |
| 29 | Vangmaya Guccha—Pustak Sahaven. | Do. .. | Do. |
| 30 | Rashtriya Wachanmala, Marathi Pahilen Pustak. | T. R. Devagirikar .. | Do. |
| 31 | Rashtriya Wachanmala, Marathi Dusaren Pustak. | Do. .. | Do. |
| 32 | Rashtriya Wachanmala, Marathi Tisaren Pustak. | Do. .. | Do. |
| 33 | Rashtriya Wachanmala, Marathi Chouthen Pustak. | Do. .. | Do. |
| 34 | Balwachanmala—Balwachan. | N. G. Limaye .. | Kemkar Ani Mandali, Booksellers, Bombay No. 4. |
| 35 | Balwachanmala—Balwachan Pahilen Pustak. | Do. .. | Do. |
| 36 | Balwachanmala—Balwachan Dusaren Pustak. | Do. .. | Do. |
| 37 | Balwachanmala—Balwachan Tisaren Pustak. | Do. .. | Do. |
| 38 | Marathi Wachan Pustaken—Pustak Pahilen. | Macmillan & Co., Bombay. | Macmillan & Co. Ltd., Hornby Road, Fort, Bombay. |
| 39 | Marathi Wachan Pustaken—Pustak Dusaren. | Do. .. | Do. |
| 40 | Marathi Wachan Pustaken—Pustak Tisaren. | Do. .. | Do. |
| 41 | Marathi Wachan Pustaken—Pustak Chouthen. | Do. .. | Do. |
| 42 | Balbodh Wachanmala—Navin Pahilen Pustak. | D. S. Kulkarni, K. P. Puranik and S. V. Subhedar. | S. N. Joshi, Chitrashala Press, 1026, Sadashiv Peth, Poona 2. |
| 43 | Balbodh Wachanmala—Navin Dusaren Pustak. | Do. .. | Do. |
| 44 | Balbodh Wachanmala—Navin Tisaren Pustak. | Do. .. | Do. |
| 45 | Balbodh Wachanmala—Navin Chouthen Pustak. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*contd.* | | |
| | (*i*) *Balbodh Reading Series*—concld. | | |
| 46 | Shishupathamala .. | M. K. Karkhanis .. | V. H. Damle, Navin Kitabkhana, Poona 2. |
| 47 | Manoranjak Pahilen Pustak. | Do. .. | Do. |
| 48 | Manoranjak Dusaren Pustak. | Do. .. | Do. |
| 49 | Arun Wachan—Pustak Pahilen. | P. K. Atre and S. K. Kanetkar. | Do. |
| 50 | Arun Wachan—Pustak Dusaren. | Do. .. | Do. |
| 51 | Arun Wachan—Pustak Tisaren. | Do. .. | Do. |
| 52 | Vangmaya Pravesh—Pustak Pahilen. | Piroj Anandkar and S. B. Ambekar. | P. B. Kale for Messrs. Joshi and Lokhande, Poona. |
| 53 | Vangmaya Pravesh—Pustak Dusaren. | Do. ... | Do. |
| 54 | Vangmaya Pravesh—Pustak Tisaren. | Do. .. | Do. |
| 55 | Maratni Wachanpath—Pustak Pahilen. | N. V. Kinkar .. | V. V. Hadap, Adarsha Mudranalaya, 126, Rama's Gote, Satara City. |
| 56 | Marathi Wachanpath—Pustak Dusaren. | Do. .. | Do. |
| 57 | Marathi Wachanpath—Pustak Tisaren. | Do. .. | Do. |
| 58 | Marathi Sahitya Ratnahar—1. | G. M. Vaidya, N. R. Ranade and A. V. Marathe. | K. B. Dhavale, Shri Samarth Sadan, Benam Hall Lane, Girgaon, Bombay. |
| 59 | Marathi Sahitya Ratnahar—2. | Do. .. | Do. |
| 60 | Marathi Sahitya Ratnahar—3. | Do. .. | Do. |
| | (*ii*) *Modi Reading Series.* | | |
| 1 | Modi Wachan Path—Pahilen Pustak. | Y. G. Phaphe .. | Y. G. Phaphe, 602, Bhamburda, Poona 4. |
| 2 | Modi Wachan Path—Dusaren Pustak. | Do. .. | Do. |
| 3 | Modi Wachan Path—Tisaren Pustak. | Do. .. | Do. |
| 4 | Modi Wachan Path—Chouthen Pustak. | Do. .. | Do. |
| 5 | Modi Wachan Path—Panchaven Pustak. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*contd.* | | |
| | (*ii*) *Modi Reading Series*—contd. | | |
| 6 | Patwardhankrit Modi Wachanmala—Modi Pahile Pustak Pahile Iyattekarita. | Recast by M. K. Karkhanis and G. G. Nitsure. | J. H. Patwardhan, 383, Narayan Peth, Poona 2. |
| 7 | Patwardhankrit Modi Wachanmala—Modi Dusare Pustak Dusare Iyattekarita. | Do. .. | Do. |
| 8 | Patwardhankrit Modi Wachanmala—Modi Tisare Pustak Tisare Iyattekarita. | Do. .. | Do. |
| 9 | Patwardhankrit Modi Wachanmala—Modi Chouthe Pustak Chouthe Iyattekarita. | Do. .. | Do. |
| 10 | Patwardhankrit Modi Wachanmala—Modi Panchaven Pustak Pachave Iyattekarita. | Do. .. | Do. |
| 11 | Navin Sopen Modi Wachan—Pustak Pahilen. | G. H. Patil, P. P. Kadam and N. M. Kakadde. | S. L. Kokate, 300, Sadashiv Peth, Poona. |
| 12 | Navin Sopen Modi Wachan—Pustak Dusaren. | Do. .. | Do. |
| 13 | Navin Sopen Modi Wachan—Pustak Tisaren. | Do. .. | Do. |
| 14 | Navin Sopen Modi Wachan—Pustak Chouthen. | Do. .. | Do. |
| 15 | Modi Balwachan—Pustak Pahilen. | N. K. Behere, O. N. Vankhede and A. V. Marathe. | K. B. Dhavale, Shrisamartha Sadan, Benam Hall Lane, Girgaon, Bombay. |
| 16 | Modi Balwachan—Pustak Dusaren. | Do. .. | Do. |
| 17 | Modi Balwachan—Pustak Tisaren. | Do. .. | Do. |
| 18 | Modi Balwachan—Pustak Chouthen. | Do. .. | Do. |
| 19 | Navin Modi Wachan—Pustak Pahilen. | S. S. Shirke .. | S. S. Shirke, Jalgaon. |
| 20 | Navin Modi Wachan—Pustak Dusaren. | Do. .. | Do. |
| 21 | Navin Modi Wachan—Pustak Tisaren. | Do. .. | Do. |
| 22 | Navin Modi Wachan—Pustak Chouthen. | Do. .. | Do. |
| | (*iii*) *Grammar and Composition Books.* | | |
| 1 | Vyakaran—Pustak Pahilen. | N. V. Apte .. | N. V. Apte, 552, Narayen Peth, Poona 2. |
| 2 | Vyakaran—Pustak Dusaren. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*contd.* | | |
| | *(iii) Grammar and Composition Books*—contd. | | |
| 3 | Lekhan-Pravesh—Pustak Pahilen. | V. S. Salvi and V. D. Gokhale. | Karnatak Publishing House, Chira Bazar, Bombay 2. |
| 4 | Lekhan-Pravesh—Pustak Dusaren. | Do. .. | Do. |
| 5 | Lekhan-Pravesh—Pustak Tisaren. | Do. .. | Do. |
| 6 | Sankshipta Marathi Vyakaran. | M. S. Mone .. | Macmillan & Co., Ltd., Hornby Road, Fort, Bombay. |
| 7 | Apalen Bolane—Pustak Pahilen. | Do. .. | Do. |
| 8 | Apalen Bolane—Pustak Dusaren. | Do. .. | Do. |
| 9 | Apalen Bolane—Pustak Tisaren. | Do. .. | Do. |
| 10 | Apalen Bolane—Pustak Chouthen. | Do. .. | Do. |
| 11 | Navin Marathi Vyakaran—Pustak Pahilen. | S. B. Ambekar and N. S. Kulkarni. | S. B. Ambekar and N. S. Kulkarni, Dange Galli, Ahmednagar. |
| 12 | Navin Marathi Vyakaran—Pustak Dusaren. | Do. .. | Do. |
| 13 | Vyakaranacha Abhyas—Pustak Pahilen. | S. R. Nargolkar .. | S. R. Nargolkar, Dombivali (Thana). |
| 14 | Vyakaranacha Abhyas—Pustak Dusaren. | Do. .. | Do. |
| 15 | Vyakaranacha Abhyas—Pustak Tisaren. | Do. .. | Do. |
| 16 | Vyakaranacha Abhyas—Pustak Chouthen. | Do. .. | Do. |
| 17 | Vyakaranacha Abhyas—Pustak Panchaven. | Do. .. | Do. |
| 18 | Navin Sopen Vyakaran—Pustak Pahilen. | S. D. Phadatare and B. R. Kate. | L. B. Kolkate, Hanuman Press, 300, Sadashiv Peth, Poona 2. |
| 19 | Navin Sopen Vyakaran—Pustak Dusaren. | Do. .. | Do. |
| 20 | Navin Sopen Vyakaran—Pustak Tisaren. | Do. .. | Do. |
| 21 | Navin Sopen Vyakaran—Pustak Chouthen. | Do. .. | Do. |
| 22 | Navin Sopen Vyakaran—Pustak Panchaven. | Do. .. | Do. |
| 23 | Vyakaranacha Abhyas—Pustak Pahilen. | S. R. Nargolkar .. | Thakur & Co. Ltd., Amraoti. |
| 24 | Vyakaranacha Abhyas—Pustak Dusaren. | Do. .. | Do. |
| 25 | Vyakaranacha Abhyas—Pustak Tisaren. | Do. .. | Do. |
| 26 | Vyakaranacha Abhyas—Pustak Chouthen. | Do. .. | Do. |
| 27 | Navin Subodha Vyakaran—Pustak Pahilen. | G. B. Chiplunkar .. | G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*contd.* | | |
| | (*iii*) *Grammar and Composition Books*—contd. | | |
| 28 | Navin Subodha Vyakaran, Pustak Dusaren. | G. B. Chiplunkar .. | G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2. |
| 29 | Navin Subodha Vyakaran Pustak Tisaren. | Do. .. | Do. |
| 30 | Sachitra Navin Bal-Vyakaran—Pustak Pahilen. | T. P. Attarde .. | T. P. Attarde, Ad. Officer, Mun. Sch. Board, Sholapur. |
| 31 | Sachitra Navin Bal-Vyakaran—Pustak Dusaren. | Do. .. | Do. |
| 32 | Mulanchan Vyakaran—Pustak Pahilen. | M. P. Sabnis .. | M. P. Sabnis, Headmaster, Govt. Training School, Bordi. |
| 33 | Mulanchan Vyakaran—Pustak Dusaren. | Do. .. | Do. |
| 34 | Mulanchan Vyakaran—Pustak Tisaren. | Do. .. | Do. |
| 35 | Mulanchan Vyankaran—Pustak Chouthen. | Do. .. | Do. |
| 36 | Mulanchan Vyakaran—Pustak Panchaven. | Do. .. | Do. |
| 37 | Vyakaran ani Vakyaracha-na—Pustak Pahilen. | G. M. Vaidya .. | K. B. Dhavale, Shri Samartha Sadan, Bunham Hall Lane, Girgaon, Bombay. |
| 38 | Vyakaran ani Vakyaracha-na—Pustak Dusaren. | Do. .. | Do. |
| 39 | Nibandhacha Paya—Bhag Pahila. | M. K. Karkhanis and V. K. Shukla. | Macmillan & Co. Ltd., Fort, Bombay. |
| 40 | Nibandhacha Paya—Bhag Dusara. | Do. .. | Do. |
| 41 | Nibandhacha Paya—Bhag Tisara. | Do. .. | Do. |
| 42 | Swavalambi Lekhi Vyava-saya Standard IV. | L. V. Mandke .. | P. B. Kale for Joshi Lokhande, Ahmednagar. |
| 43 | Swavalambi Lekhi Vyava-saya—Standard VII. | Do. .. | Do. |
| 44 | Pariksha-Path, Pustak Pahilen. | A. V. Apte .. | A. V. Apte, 11a, Hindu Colony, Dadar, Bombay. |
| 45 | Pariksha-Path, Pustak Dusaren. | Do. .. | Do. |
| 46 | Pariksha-Path, Pustak Tisaren. | Do. .. | Do. |
| 47 | Bhashavyavasaya, Pustak Pahilen. | Kaveri Karve and B. D. Karve. | Karnatak Publishing House, Chira Bazar, Bombay. |
| 48 | Bhashavyavasaya, Pustak Dusaren. | Do. .. | Do. |
| 49 | Bhashavyavasaya, Pustak Tisaren. | Do. .. | Do. |
| 50 | Bhashavyavasaya, Pustak Chouthen. | Do. .. | Do. |
| 51 | Bhashavyavasaya, Pustak Panchaven. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | MARATHI—*concld.* | | |
| | (*iii*) *Grammar and Composition Books*—concld. | | |
| 52 | Nibandha-Muktahar .. | V. V. Kulkarni and G. T. Argade. | V. V. Kulkarni, 425-B/5, Sadashiv Peth, Poona 2, and G. T. Aragade, 459, Narayan Peth, Poona 2. |
| 53 | Marathi Bhasha .. | Do. .. | V. V. Kulkarni, 425-B/5, Sadashiv Peth, Poona 2. |
| 54 | Vakyarachanecha Abhyas, Pustak Pahilen. | L. V. Taralekar and V. S. Wadekar. | L. V. Taralekar, Satara. |
| 55 | Vakyarachanecha Abhyas, Pustak Dusaren. | Do. .. | Do. |
| 56 | Vakyarachanecha Abhyas, Pustak Tisaren. | Do. .. | Do. |
| 57 | Vakyarachanecha Abhyas, Pustak Chouthen. | Do. .. | Do. |
| 58 | Marathi Lekhan-Vikas, Bhag Pahila. | G. V. Akolkar and N. V. Patankar. | N. V. Patankar and G. V. Akolkar, 691, Budhwar Peth, Madiwale Plots, Poona, 2. |
| 59 | Marathi Lekhan-Vikas, Bhag Dusara. | Do. .. | Do. |
| 60 | Marathi Lekhan-Vikas, Bhag Tisara. | Do. .. | Do. |
| | GUJARATI. | | |
| 1 | Sahitya Manjari, Parts I, II, III. | S. A. Dave .. | S. B. Shah & Co., Pankornaka, Ahmedabad. |
| 2 | Shri Sayaji Vachanmala, Book I, II, III. | N. N. Shah and J. D. Modi. | Macmillan & Co., Hornby Road, Bombay. |
| 3 | Sahitya Pahtavli, Part I, II, III. | Z. R. Desai and C. L. Baxi. | Karnatak Publishing House, Bombay 2. |
| 4 | Sahitya Kallol, Book I, II, III. | A. N. Khan Saheb .. | C. Jamnadas & Co., Princess Street, Bombay. |
| 5 | Sahitya Pravesh, Book I, II, III. | C. C. Shah .. | Karsondas Narandas and Sons, Nanavat, Surat. |
| 6 | Sahitya Sanskar, Part I, II, III. | P. K. Dejai and K. N. Kavi. | Messrs. Mangaldas & Sons. |
| 7 | Navyug Vachanmala, Balpothi Part I, II. | L. R. Desai and M. T. Vyas. | Karnatak Publishing House, Bombay 2. |
| 8 | Navyug Vachanmala, Book I-IV. | Do. .. | Do. |
| 9 | Trivedi Vachanmala Praveshika, Book I-VII. | K. P. Trivedi and A. K. Trivedi. | M. C. Kothari, Raopura, Baroda. |
| 10 | Prabodh Vachanmala, Balpothi Book I-IV. | G. L. Pandya .. | M. Vakil & Co., Godhra. |
| 11 | Vasant Vachanmala, Balpothi and Book I and II. | S. A. Dave .. | S. B. Shah & Co., Pankornaka, Ahmedabad. |
| 12 | Saurastra Vachanmala, Book I-IV. | P. J. Ambani and D. V. Jani. | Macmillan & Co., Ltd., Hornby Road, Bombay. |
| 13 | Nutan Balpothi .. | S. S. Patel .. | S. S. Patel, Teacher, Male College, Baroda. |
| 14 | Nutan Balpothi Puravani. | Do. .. | Do. |
| 15 | Nutan Vachanmala, Book I. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | GUJARATI—*contd.* | | |
| 16 | Vanchan Pravesh Pothi, Book I-IV. | R. R. Adhvaryu .. | Gajjar Granth Karyalaya, Ahmedabad. |
| 17 | Balpothi .. .. | G. D. Patel .. | H. D. Patel, Shahpur. Ahmedabad. |
| 18 | Saral Balpothi .. | S. C. Chanlaiya .. | S. C. Chanlaiya, teacher, Municipal School, Nadiad. |
| 19 | Navi Saheli Balpothi .. | K. K. Joshi .. | K. K. Joshi & Co., Bombay 2. |
| 20 | Bal Jodakhha .. | Do. .. | Do. |
| 21 | Bal Ukhana .. .. | Do. .. | Do. |
| 22 | Chalangadi .. .. | Gijubhai and Jugatram .. | Navjivan Prakashan Mandir, Ahmedabad. |
| 23 | Praudh Shikshan Pothi, Part I. | H. A. Desai .. | H. A. Desai, Pritamnagar, Ahmednagar. |
| 24 | Bal Vinod, Part I-V .. | M. T. Vyas .. | Karnatak Publishing House, Bombay 2. |
| | (*ii*) *Grammar and Composition.* | | |
| 25 | Gujarati Bhashanun Laghu Vyakaran, Part I. | K. P. Trivedi .. | Macmillan & Co. Ltd., Bombay. |
| 26 | Gujarati Bhashanun Madhya Vyakaran, Part II. | Do. .. | Do. |
| 27 | Saral Vyakaran, Part I and II. | A. K. Trivedi .. | Do. |
| 28 | Navin Vyakaran, Part I, II, III. | M. H. Chokshi .. | S. B. Shah & Co., Ahmedabad. |
| 29 | Vyakaranan Sahela Patho, Book I, II, III. | S. A. Dave .. | Gujarat Sahitya Mandir, Ahmedabad. |
| 30 | Gujarati Vyakaran ane Lekhan, Book I, II, III. | R. D. Desai and J. U. Mehta. | Karsondas Mangaldas & Sons, Surat. |
| 31 | Vyakaran Pravesh, Part I, II, III. | S. T. Patel and N. V. Patel. | Khadayata Book Depot, Ahmedabad. |
| 32 | Saral Gujarati Bal Vyakaran, Part I, II, III. | P. V. Shah .. | S. B. Shah & Co., Ahmedabad. |
| 33 | Vyakaran Parichaya, Part I, II, III. | B. B. Vyas .. | General Book Depot, Bombay. |
| 34 | Apni Bhasha, Part I, II.. | A. N. Khansaheb .. | C. Jamnadas & Co., Princess Street, Bombay. |
| 35 | Gujarati Bhashanum Vyakaran. | G. M. Vaishnav .. | Karsondas Narandas & Sons, Surat. |
| 36 | Vyakranan Navin Patho, Book I. | J. H. Trivedi and B. R. Mahta. | R. R. Sheth & Co., Booksellers and Publishers, Princess Street, Bombay. |
| 37 | Vyakaran for Standard III and IV. | H. K. Dhabhar .. | N. M. Tripathi & Co., Princess Street, Bombay. |
| 38 | Subodh Vyakaran, Book I. | P. D. Vyas .. | Mangaldas & Sons, Surat. |
| 39 | Gujarati Lekhan Rachana. | R. D. Desai and J. U. Mehta. | Longman's Green & Co., Bombay. |
| 40 | Nibandh Vichar Lekhan Prayas, Book I, II. | M. D. Patel .. | M. D. Patel, Nadiad. |
| 41 | Nibandh Guchha .. | K. B. Vyas .. | S. B. Shah & Co., Ahmedabad. |
| 42 | Nibandh Samuchaya ane Patra Lekhan. | G. B. Oza .. | Khadayata Book Depot, Bala Hanuman, Ahmedabad. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | KANNADA. | | |
| | *Macmillan's Kannada Reading Series*— | | |
| 1 | Kannada Infant Primer. | K. S. Kini and M. N. Kamat. | Basel Mission Book Depot, Mangalore, Hubli. |
| 2 | „ Reader, I .. | Do. .. | Do. |
| 3 | „ „ II .. | Do. .. | Do. |
| 4 | „ „ III .. | K. S. Kini and U. Mangeshrao. | Do. |
| 5 | „ „ IV .. | Do. .. | Do. |
| 6 | „ „ V .. | K. S. Kini and M. N. Kamat. | Do. |
| 7 | „ „ VI .. | Do. .. | Do. |
| 8 | „ „ VII .. | Do. .. | Do. |
| | *Macmillan's Nutana Pathamala*— | | |
| 9 | Nutan Pathamala I.. | M. R. Nambyar, U. M. Rao and D. Baliga. | Basel Mission Book Depot, Mangalore, Hubli. |
| 10 | „ „ II.. | Do. .. | Do. |
| 11 | „ „ III.. | Do. .. | Do. |
| 12 | „ „ IV.. | Do. .. | Do. |
| 13 | „ „ V.. | Do. .. | Do. |
| 14 | „ „ VI.. | Do. .. | Do. |
| 15 | „ „ VII.. | Do. .. | Do. |
| 16 | „ „ VIII.. | Do. .. | Do. |
| | *Kannada Reading Series, Mysore Province, Bangalore*— | | |
| 17 | Kannada Infant Primer. | G. Shriniwasrao .. | Superintendent, Bangalore Printing and Publishing Co. Ltd., Bangalore City. |
| 18 | „ Reader I .. | Do. .. | Do. |
| 19 | „ „ II .. | Do. .. | Do. |
| 20 | „ „ III .. | Do. .. | Do. |
| 21 | „ „ IV .. | Do. .. | Do. |
| 22 | „ „ V .. | Do. .. | Do. |
| 23 | „ „ VI .. | Do. .. | Do. |
| 24 | „ „ VII .. | Do. .. | Do. |
| 25 | Proudh Shikshana Bodhini, Book I. | K. R. Adbadi .. | A. R. Shivanagappa, Hubli. |
| 26 | Proudh „ Shikshana Bodhini, Book II. | Do. .. | Do. |
| 27 | Kannada Balabodhe .. | H. F. Kattimani and S. F. Kattimani. | H. F. Kattimani, Bagalkot. |
| 28 | Kannada Balabodhini .. | T. V. Katti .. | T. V. Katti, Dharwar. |
| 29 | Picture Balabodhe .. | Y. V. Jahagirdar .. | Vidyavilas Book Depot, Gadag. |
| 30 | Kannada Subodhini .. | S. T. Hegde .. | Prabhakar Printing Press, Udipi. |
| 31 | Akshara Bodhe (Picture). | P. R. Pawar .. | Karnatak Photo-Zinco Press, Belgaum. |
| 32 | Kannada Shishe Bodhe .. | S. F. Kattimani .. | S. F. Kattimani, Hubli. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | KANNADA—*contd.* | | |
| | *Kannada Reading Series, Mysore Province, Bangalore*—contd. | | |
| 33 | Sulabh Balabodhe .. | B. B. Budihalmath .. | A. R. Shivanagappa, Hubli. |
| 34 | Ottakkara Bodhini .. | K. R. Adbadi .. | Do. |
| 35 | Mulakshara Shikshana .. | P. G. Kulkarni .. | P. R. Pawar & Sons, Belgaum. |
| 36 | Balapatha, Part I .. | D. K. Rangapur .. | D. K. Rangapur, Gadag. |
| 37 | Do. Part II .. | Do. .. | Do. |
| 38 | Okkalatana (Raitana Rayya). | G. D. Amargolmath .. | B. V. Hiremath, Bailur (Belgaum). |
| 39 | Gadya-Padyavali .. | K. B. Angadei .. | Vidyavilas Book Depot, Gadag. |
| 40 | Nibandh Shikshaka .. | S. V. Udgatti .. | S. V. Udgatti, Maknur. |
| 41 | Sachitra Nibandhamale.. | K. B. Angadi .. | R. R. Kamalpur, Gadag. |
| 42 | Kandana Kavya .. | S. F. Kattimani .. | S. F. Kattimani, Hubli. |
| 43 | Kaigannadi .. .. | Y. V. Jahagirdar .. | Y. V. Jahagirdar, Gadag. |
| 44 | Mahammad-Paigambar .. | M. V. Jahagirdar .. | M. V. Jahagirdar, Gadag. |
| 45 | Nadnelegar .. .. | S. S. Kulkarni .. | S. S. Kulkarni, Dharwar. |
| 46 | Akkan Balu .. .. | Channabasavarajendra Swami. | Madivalappa & Bros., Gadag. |
| 47 | Nanna Tai .. .. | S. S. Kulkarni .. | S. S. Kulkarni, Dharwar. |
| 48 | Sulabha Ankalpi .. | S. K. Lingayya Swami .. | Laxmi Vilas Book Depot, Gadag. |
| 49 | Brahmanand Mahrajara Charitra. | Pandit Nagesh Shastri .. | Narayanrao Hosur, Mulgund. |
| 50 | Kanva-Math Charitramrit. | G. S. Hosur .. | N. H. Hosur, Mulgund. |
| 51 | Muraghrajendra Vijaya .. | Do. .. | Do. |
| 52 | Sangeet Kalapravesh .. | Bhaskarrao Byankar .. | Bhaskarrao Byankar, Hubli. |
| 53 | Padagala Notation Book . | T. V. Katti .. | T. V. Katti, Kerur. |
| 54 | Laghuvyakarna .. | V. R. Katti .. | A. R. Shivanagappa, Hubli. |
| 55 | Sulabha Vyakarana .. | D. K. Rangapur .. | Do. |
| 56 | Kannada Mulavyakarna.. | P. Mangeshrao .. | Basel Mission Book Depot, Mangalore, Hubli. |
| 57 | Nudigannadi, Part I .. | M. P. Pujar .. | M. P. Pujar, Dharwar. |
| 58 | Nudigannadi, Part II .. | Do. .. | Do. |
| 59 | Kannada Nudigannadi and Chando-manjari. | Do. .. | Do. |
| 60 | Nudigattu .. .. | D. N. Mulbagal .. | S. S. Kulkarni, Dharwar. |
| 61 | Kannada Vyakarna and Lekhana, Part I. | S. V. Kamat .. | A. R. Kamat, Sirsi. |
| 62 | Kannada Vyakarna and Lekhana, Part II. | Do. .. | S. V. Kamat, Sirsi. |
| 63 | Vachana Pathmale .. | M. P. Pujar and N. V. Kurdi. | M. P. Pujar & N. V. Kurdi, Dharwar. |
| 64 | Kavita Pathamale .. | Do. .. | Do. |
| 65 | Kavita Kusum-manjari, Part I. | N. V. Kurdi .. | N. V. Kurdi, Dharwar. |
| 66 | Kavita Kusum-manjari, Part II. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of author. | Name of publisher. |
|---|---|---|---|
| | URDU. | | |
| 1 | Zanana Urdu Course (Qaida) .. | .... | M. Ferozuddin & Sons, Lahore. |
| 2 | Do. Part I .. | .... | Do. |
| 3 | Do. II .. | .... | Do. |
| 4 | Do. III .. | .... | Do. |
| 5 | Do. IV .. | .... | Do. |
| 6 | Do. V .. | .... | Do. |
| 7 | Do. VI .. | .... | Do. |
| 8 | Do. VII .. | .... | Do. |
| 9 | Do. VIII .. | .... | Do. |
| 10 | Primary Urdu Course, Part II .. | M. Ferozuddin and Sons. | Do. |
| 11 | Do. III .. | Do. .. | Do. |
| 12 | Do. IV .. | Do. .. | Do. |
| 13 | Urdu Middle Course, Part I .. | Do. .. | Do. |
| 14 | Do. II .. | Do. .. | Do. |
| 15 | Do. III .. | Do. .. | Do. |
| 16 | Do. IV .. | Do. .. | Do. |
| 17 | Dabistan-e-Akhlaq, Part I .. | Do. .. | Do. |
| 18 | Do. II .. | Do. .. | Do. |
| 19 | Do. III .. | Do. .. | Do. |
| 20 | Jadeed Silsila-e-Khushkhati Urdu, Part I .. | Do. .. | Do. |
| 21 | Do. II .. | Do. .. | Do. |
| 22 | Do. III .. | Do. .. | Do. |
| 23 | Do. IV .. | Do. .. | Do. |
| 24 | Ataliq-e-Farsi, Part I .. | Dr. Abdul Waheed-khan. | Do. |
| 25 | Do. II .. | Do. .. | Do. |
| 26 | Do. III .. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 27 | Urdu Khat-o-kitabat .. | M. Ferozuddin and Sons. | M. Ferozuddin & Sons, Lahore. |
| 28 | Zanana Khutut Nawisi .. | Do. .. | Do. |
| 29 | Qawaid-e-Farsi .. | Dr. Abdul Waheed-khan. | Do. |
| 30 | Wawaid-e-Urdu .. | M. Ferozuddin & Sons. | Do. |
| 31 | Dars-e-Akhlaq, Part I .. | Rahimatullah Khan. | Do. |
| 32 | Do. II .. | Do. .. | Do. |
| 33 | Do. III .. | Do. .. | Do. |
| 34 | Bachchon-ki-Nazmen .. | Ahmed Husain Khan. | Do. |
| 35 | Bulbulan-e-Farsis .. | Aga Hashra .. | Do. |
| 36 | Rustum .. | .... | Do. |
| 37 | Namakdan-e-Zarafat .. | .... | Do. |
| 38 | Bachchon ka Shai'r .. | .... | Do. |
| 39 | Dilkash Kahaniyan, Part I .. | M. Dildar Khan .. | Do. |
| 40 | Do. II .. | Do. .. | Do. |
| 41 | Tagore ki Dilchasp Kahaniyan .. | Moulana Ishrat Rahmani. | Do. |
| 42 | Guldasta-e-Hikayat .. | M. Dildar Khan .. | Do. |
| 43 | Fareb-e-Daulat .. | .... | Do. |
| 44 | Khurshid Saba .. | Riyaz Dehlvi .. | Do. |
| 45 | Hikayat-e-Dostan .. | M. Ferozuddin & Sons. | Do. |
| 46 | Annes-e-Shabad .. | Azeem Abbasi .. | Do. |
| 47 | Ruqa't-e-Alamgiri .. | M. Abdul Waheed-khan. | Do. |
| 48 | Muntakhab Urdu Gulistan .. | M. Ferozuddin & Sons. | Do. |
| 49 | Hamara Qaida .. | F. A. Akhtar .. | Shaikh Gulamali & Sons, Lahore. |
| 50 | Hamari Kitab, Part I .. | Do. .. | Do. |
| 51 | Do. II .. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 52 | Hamari Kitab, Part III .. | F. A. Akhtar .. | Shaikh Gulamali & Sons, Lahore. |
| 53 | Do. IV .. | Do. .. | Do. |
| 54 | Hamara Nisab, Part I .. | .... | Do. |
| 55 | Do. II .. | .... | Do. |
| 56 | Do. III .. | .... | Do. |
| 57 | Do. IV .. | .... | Do. |
| 58 | Zanana Urdu ka Qaida .. | .... | Ilmia Book Depôt, Lahore. |
| 59 | Zanana Urdu ka Reader, Part I. | .... | Do. |
| 60 | Do. II .. | .... | Do. |
| 61 | Do. III .. | .... | Do. |
| 62 | Do. IV .. | .... | Do. |
| 63 | Urdu ki Pahli Kitab .. | .... | Shaikh Gulam Ali & Sons, Lahore. |
| 64 | Do. Dusari Kitab .. | .... | Do. |
| 65 | Do. Tisari Kitab .. | .... | Do. |
| 66 | Do. Chouthi Kitab .. | .... | Do. |
| 67 | Saraf Urdu ka Ibtidai Risala .. | .... | Anjuman-e-Himayate Islam, Lahore. |
| 68 | Urdu ka Qaida, Part I .. | .... | Do. |
| 69 | Do. II .. | .... | Do. |
| 70 | Urdu ki Pahli Kitab .. | .... | Do. |
| 71 | Do. Dusari Kitab .. | .... | Do. |
| 72 | Do. Tisari Kitab .. | .... | Do. |
| 73 | Do. Chouthi Kitab .. | .... | Do. |
| 74 | Bolta Qaida, Part I .. | Shaikh Chand Muhammad. | Munshi Book Stall, Rajkot. |
| 75 | Do. II .. | Do. .. | Do. |
| 76 | Urdu Copy Mashee-Jadeed, Part I. | Hameedulla Afsar .. | National Press, Allahabad. |
| 77 | Do. II .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 78 | Urdu Copy Mashee-Jadeed, Part III. | Hameedulla Afsar .. | National Press, Allahabad. |
| 79 | Do. IV .. | Do. .. | Do. |
| 80 | Guldasta-i-Niswan, Part I .. | Beni Prashad Agarwala. | Lala Ram Narayan Lal, Allahabad. |
| 81 | Do. II .. | Do. .. | Do. |
| 82 | Do. III .. | Do. .. | Do. |
| 83 | Do. IV .. | Do. .. | Do. |
| 84 | Talimul Mubtadi, Part I .. | Syed Aijaz Husain and Rama Shankar Shukul. | Do. |
| 85 | Do. II .. | Do. .. | Do. |
| 86 | Do. III .. | Do. .. | Do. |
| 87 | Do. IV .. | Do. .. | Do. |
| 88 | Urdu Primer, Part I .. | Do. .. | Do. |
| 89 | Do. II .. | Do. .. | Do. |
| 90 | Hamari Zaban, Part I .. | M. Shafiuddin and Rai Bahadur Pandit Ramsaran. | Do. |
| 91 | Do. II .. | Do. .. | Do. |
| 92 | Do. III .. | Do. .. | Do. |
| 93 | Do. IV .. | Do. .. | Do. |
| 94 | Khane-e-Hikmat Grade I, Part I. | Shaikh Abdul Hameed Mou'vi Muhammaduddin. | Mac Millan & Company, Bombay. |
| 95 | Do. II .. | Do. .. | Do. |
| 96 | Do. III .. | Do. .. | Do. |
| 97 | Do. IV .. | Do. .. | Do. |
| 98 | Do. V .. | Do. .. | Do. |
| 99 | Do. Grade II, Part I | Do. .. | Do. |
| 100 | Do. II .. | Do. .. | Do. |
| 101 | Do. III .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
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| 102 | Khane-e-Hikmat, Grade III, Part I. | Shaikh Abdul Hameed Moulvi Muhammaduddin. | Ma c Millan & Company, Bombay. |
| 103 | Do. II .. | Do. .. | Do. |
| 104 | Do. Grade IV, Part I .. | Do. .. | Do. |
| 105 | Do. II .. | Do. .. | Do. |
| 106 | Bachchoki Kahaniyan .. | .... .. | M. Ferozuddin & Sons, Lahore. |
| 107 | Jadeed Qaida-e-Urdu .. | M. Ferozuddin .. | .... |
| 108 | Khat-o-Kitabat .. .. | Qazi Syed Mahmood Nawaz. | .... |
| 109 | Jadid Muzmun Navisi, Part II | Do. .. | .... |
| 110 | Do. III .. | Do. .. | .... |
| 111 | Bachchon ki Kitab .. | .... | Bal Shiksha Samiti, Bankipur, Patna. |
| 112 | Chaman-e-Urdu, Part I .. | .... | Do. |
| 113 | Do. II .. | .... | Do. |
| 114 | Bahar-e-Urdu, Part I .. | .... | Do. |
| 115 | Do. II .. | .... | Do. |
| 116 | Do. III .. | .... | Do. |
| 117 | Do. IV .. | .... | Do. |
| 118 | Jubilee Primer, Part I .. | Ramayan Sharam Singh and Zahur Baksh "Hindi Kawood". | Ramayan Sharam Singh, Patliputra, Bankipur. |
| 119 | Do. II .. | Do. .. | Do. |
| 120 | Jubilee Reader III .. | Do. .. | Do. |
| 121 | Do. IV .. | Do. .. | Do. |
| 122 | Prince Reader, Part I .. | Qazi Syed Nasiruddin Ahmed and Babu Manbodhan Lal Sreewasta. | Naval Kishvar Press, Lucknow. |
| 123 | Do. II .. | Do. .. | Do. |
| 124 | Do. III .. | Do. .. | Do. |
| 125 | Do. IV .. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
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| 126 | Shahinshah Reader, Part I .. | Syed Tajammul Husain and Pandit Mudan Mohan Dixit. | Premier Publishing House, Lucknow. |
| 127 | Do. II .. | Do. .. | Do. |
| 128 | Do. III .. | Do. .. | Do. |
| 129 | Do. IV .. | Do. .. | Do. |
| 130 | Qaida .. .. | Khan Saheb Moulvi Mahomed Ismail. | Naval Kishvar Press, Lucknow. |
| 131 | Pahli Kitab .. .. | Do. .. | Do. |
| 132 | Dusari Kitab .. .. | Do. .. | Do. |
| 133 | Tisari Kitab .. .. | Do. .. | Do. |
| 134 | Chouthi Kitab .. .. | Do. .. | Do. |
| 135 | Panchvi Kitab .. .. | Do. .. | Do. |
| 136 | Kawaid-e-Urdu Wa Insha Pardazi, Part I. | Syed Tajjamul Husain. | K. D. Seth Naval Kishvar Press, Lucknow. |
| 137 | Do. II .. | Do. .. | Do. |
| 138 | Do. III .. | Do. .. | Do. |
| 139 | Do. IV .. | Do. .. | Do. |
| 140 | Silsila-e-Qawaid-e Urdu ki Pahli Kitab. | Khan Saheb Moulvi Md. Ismail. | Naval Kishor Press, Lucknow. |
| 141 | Silsila-e-Qawaid-e-Urdu ki Dusri Kitab, Part II. | Do. .. | Do. |
| 142 | Urdu ka Qaida .. .. | .... .. | Anjuman-e-Taraqi-e-Urdu, Delhi. |
| 143 | Urdu ki Pahli .. .. | Khan Saheb Moulvi Md. Ismail. | Do. |
| 144 | Do. Dusri .. .. | Do. .. | Do. |
| 145 | Do. Tisri .. .. | Do. .. | Do. |
| 146 | Do. Chouthi .. | Do. .. | Do. |
| 147 | Urdu ka Qaida, Part I .. | Anjuman-e-Himayate-Islam, Lahore. | Husnuddin Anjuman-e-Himayate-Islam, Lahore. |
| 148 | Do. II .. | Do. .. | Do. |
| 149 | Urdu ki Pahli Kitab .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 150 | Urdu ki Dusri .. | Anjuman-e-Himayate-Islam, Lahore. | Husnuddin Anjuman-e-Himayate-Islam, Lahore. |
| 151 | Do. Tisri Kitab .. | Do. .. | Do. |
| 152 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 153 | Urdu ka Naya Qaida .. | Syed Maqsud Husain Naqavi. | Longmans Green & Co., Bombay. |
| 154 | Nai Hindustani Pahli Kitab .. | Prof. Jagdeesh Chandra Jain. | Do. |
| 155 | Tarik-e-Sadat, Part I .. | Moulvi Syed Zamin Kanturi. | Do. |
| 156 | Do. II .. | Do. .. | Do. |
| 157 | Insan aur Machron ki Jang .. | Lieut.-Col. G. Joli Translated by Babu Sham Kishwar Sheth. | MacMillan & Co., Bombay. |
| 158 | Naranga Urdu Primer, Part I .. | Dr. Mahish Charan Sinha. | Navarang Club, Lucknow. |
| 159 | Urdu ka Qaida, Part I .. | Shamsul-Ulma Moulvi Syed Mumtaz Ali. | Dairul Ishaat Punjab, Lahore. |
| 160 | Do. II .. | Do. .. | Do. |
| 161 | Urdu ki Pahli Kitab .. | Do. .. | Do. |
| 162 | Do. Dusri Kitab .. | Do. .. | Do. |
| 163 | Do. Tisri Kitab .. | Do. .. | Do. |
| 164 | Urdu-e-Mualla, Part I .. | Do. .. | Do. |
| 165 | Do. II .. | Do. .. | Do. |
| 166 | Do. III .. | Do. .. | Do. |
| 167 | Do. IV .. | Do. .. | Do. |
| 168 | Urdu ka Qaida, Part I .. | .... | Do. |
| 169 | Do. II .. | .... | Do. |
| 170 | Urdu ki Pahli Kitab .. | Shamsul-Ulma Syed Mumtaz Ali. | Do. |
| 171 | (Urdu) ki Dusri Kitab .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 172 | (Urdu) ki Tisri Kitab .. | Shamsul-Ulma Syed Mumtaz Ali. | Darul Ishaat Punjab, Lahore. |
| 173 | Khiyaban-e-Urdu, Part I .. | Do. .. | Do. |
| 174 | Do. II .. | Do. .. | Do. |
| 175 | Do. III .. | Do. .. | Do. |
| 176 | Do. IV .. | Do. .. | Do. |
| 177 | Jadid Qaida .. .. | Munshi Abdur Rahman Ahmed Saheb. | .... |
| 178 | Meri Qawaid ki Pahli Kitab .. | Do. .. | .... |
| 179 | Urdu Reader, Part I .. | .... | Ilm Dost Book Depôt, Lahore. |
| 180 | Do. II .. | .... | Do. |
| 181 | Do. III .. | .... | Do. |
| 182 | Do. IV .. | .... | Do. |
| 183 | Urdu ki Asan Sarf Nahv, Part I | Shaikh Mushtaq Ahmed. | .... |
| 184 | Do. II .. | Do. .. | .... |
| 185 | Do. III .. | Do. .. | .... |
| 186 | Do. IV .. | Do. .. | .... |
| 187 | Guldasta, Adab Primer, Part I. | Syed Tahir Husain Naqvi & Babu Damodar Prasad Saksina. | P. C. Dwadash Shreni & Com., Aligarh. |
| 188 | Do. II .. | Do. .. | Do. |
| 189 | Do. I .. | Do. .. | Do. |
| 190 | Do. II .. | Do. .. | Do. |
| 191 | Do. III .. | Do. .. | Do. |
| 192 | Do. IV .. | Do. .. | Do. |
| 193 | Modern Qaida, Part I .. | Gopi Lal Mathur .. | Do. |
| 194 | Do. II .. | Do. .. | Do. |
| 195 | Hindustani Reader, Part I .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 196 | Hindustani Reader, Part II .. | Gopi Lal Mathur .. | P. C. Dwadash Shreni & Com., Aligarh. |
| 197 | Do. III .. | Do. .. | Do. |
| 198 | Do. IV .. | Do. .. | Do. |
| 199 | Nai Urdu Primer, Part I .. | Moulvi Syed Manzur Husain Rozavi. | Nand-ki-Shor & Bros., Phublisher Couk, Benares. |
| 200 | Do. II .. | Do. .. | Do. |
| 201 | Kohinoor Reader, Part I .. | Pandit Madam Gopal Tawari. | Educational Publishing House, Benares. |
| 202 | Do. II .. | Do. .. | Do. |
| 203 | Do. III .. | Do. .. | Do. |
| 204 | Do. IV .. | Do. .. | Do. |
| 205 | Guldasta-i-Nazm .. | Moulvi Md. Shafi .. | Do. |
| 206 | Adabi Guldasta .. | Moulvi Syed Md. Tonki. | Narayan Publishing House, Lucknow. |
| 207 | Dastur-e-Urdu, Part I .. | Azhar Ali Farooqi .. | Nand Kishori & Bros., Benares. |
| 208 | Jadid Khutut Navisi .. | .... | Do. |
| 209 | Talimi Khel, Part I .. | W. M. Rybran & Pandit Hansraj. | Oxford University Press, Bombay. |
| 210 | Do. II .. | Do. .. | Do. |
| 211 | Do. III .. | Do. .. | Do. |
| 212 | Ibtedai Qaida .. | Moulvi Md. Mutee Ullah Samar. | Jaipur Educational Book Depôt. |
| 213 | Ibtedai Kitab, Part I .. | Do. .. | Do. |
| 214 | Do. II .. | Do. .. | Do. |
| 215 | Jame-Adab .. | Do. .. | Do. |
| 216 | Ashoka Reader, Part I .. | .... | Khadgavillas Press, Bankipur. |
| 217 | Do. II .. | .... | Do. |
| 218 | Tajmahal Reader, Part I .. | .... | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 219 | Tajmahal Reader, Part II .. | .... | Khadgavillas Press, Bankipur. |
| 220 | Do. III .. | .... | Do. |
| 221 | Mukhtasar Qawaid, Part I .. | Moulvi Hafiz Sami Ullah Khan. | Rai Saheb Ram Dayal Agarwal, Allahabad. |
| 222 | Do. II .. | Do. .. | Do. |
| 223 | Qaida Urdu .. | Syed Avalad Husain and Udhu Ram. | Rai Sahib Munshi Gulab Singh & Sons, Lahore. |
| 224 | Qaida Urdu, Part II .. | Do. .. | Do. |
| 225 | Urdu ki Dusari Kitab .. | Do. .. | Do. |
| 226 | Do. Tisri Kitab .. | Do. .. | Do. |
| 227 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 228 | Jadid Urdu Primer, Part I .. | .... | Do. |
| 229 | Do. II .. | .... | Do. |
| 230 | Primary Urdu Reader, Part I .. | Syed Abid Ali & Dayal Singh. | Do. |
| 231 | Do. II .. | .... | Do. |
| 232 | Do. III .. | .... | Do. |
| 233 | Do. IV .. | .... | Do. |
| 234 | Urdu ki Pahli Kitab .. | Shaikh Md. Ikram .. | Do. |
| 235 | Do. Dusari Kitab .. | Do. .. | Do. |
| 236 | Do. Tisri Kitab .. | Do. .. | Do. |
| 237 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 238 | Urdi ka Qaida .. | .... | Do. |
| 239 | Urdu ki Pahli Kitab .. | .... | Do. |
| 240 | Do. Dusari Kitab .. | .... | Do. |
| 241 | Do. Tisari Kitab .. | .... | Do. |
| 242 | Do. Chouthi Kitab .. | .... | Do. |
| 243 | Urdu ka Sahl Qaida .. | Dr. Ata Husain .. | Do. |
| 244 | Urdu ki Pahli Kitab .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 245 | Urdu ki Dusri Kitab .. | Dr. Ata Husain .. | Rai Saheb Munshi Gulab Singh & Sons, Lahore. |
| 246 | Do. Tisri Kitab .. | Do. .. | Do. |
| 247 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 248 | Jadid Ibtadai Urdu Grammar .. | Lala Tej Ramsaheb. | Do. |
| 249 | Mazun Nawisi ki Nai Kitab, Part I. | Lala Bihari Lal and Lala Lachmandas. | Do. |
| 250 | Hindustani Qaida .. | Khwaja Dil Md. .. | Uttar Chand Kapoor & Sons, Lahore. |
| 251 | Bachchon ka Qaida, Part I .. | .... | Do. |
| 252 | Do. II .. | .... | Do. |
| 253 | Hindustani Readers, Part I .. | Khwaja Dil Md. .. | Do. |
| 254 | Do. II .. | Do. .. | Do. |
| 255 | Do. III .. | Do. .. | Do. |
| 256 | Do. IV .. | Do. .. | Do. |
| 257 | Jadid Urdu Reader, Part I .. | .... | Do. |
| 258 | Do. II .. | .... | Do. |
| 259 | Do. III .. | .... | Do. |
| 260 | Do. IV .. | .... | Do. |
| 261 | Muraqqa-e-Adab, Part I .. | .... | Do. |
| 262 | Do. II .. | .... | Do. |
| 263 | Do. III .. | .... | Do. |
| 264 | Intikhab-e-Urdu, Part I .. | .... | Do. |
| 265 | Do. II .. | .... | Do. |
| 266 | Do. III .. | .... | Do. |
| 267 | Urdu ka Asan Qaida .. | Syed Md. Zaki .. | Kapoor Bros., Karachi. |
| 268 | Qaid-e-Khushkhati Urdu, Part I. | .... | Do. |
| 269 | Do. II. | .... | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 270 | Qaid-e-Khushkhati Urdu, Part III. | .... | Kapoor Bros., Karachi. |
| 271 | Do. IV .. | .... | Do. |
| 272 | Urdu Course for Bomb., Part I .. | .... | M. Ferozuddin & Sons, Lahore. |
| 273 | Do. II .. | .... | Do. |
| 274 | Do. III .. | .... | Do. |
| 275 | Do. IV .. | .... | Do. |
| 276 | Do. V .. | .... | Do. |
| 277 | Do. VI .. | .... | Do. |
| 278 | Do. VII .. | .... | Do. |
| 279 | Zanana Urdu Course Qaida .. | .... | Do. |
| 280 | Do. Part I .. | .... | Do. |
| 281 | Do. II .. | .... | Do. |
| 282 | Do. III .. | .... | Do. |
| 283 | Do. IV .. | .... | Do. |
| 284 | Do. V .. | .... | Do. |
| 285 | Do. VI .. | .... | Do. |
| 286 | Do. VII .. | .... | Do. |
| 287 | Jadid Silsila-e-Khushkhati, Part I. | Khan Saheb M. Ferozuddin. | Do. |
| 288 | Do. II .. | Do. .. | Do. |
| 289 | Do. III .. | Do. .. | Do. |
| 290 | Do. IV .. | Do. .. | Do. |
| 291 | Al Adab Uttaiyibu, Part I .. | Hafiz Abdulla Hameed Khan Arshad. | Do. |
| 292 | Do. II .. | Do. .. | Do. |
| 293 | Qawaid-e-Urdu .. | Feroz Sons .. | Do. |
| 294 | Urdu Khat wa Kitabat .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 295 | Bachchon ka Bag .. | Ramji Das Bhargava. | K. D. Seht, Nolkishore Press, Lucknow. |
| 296 | Nai Urdu Reader, Part I .. | .... | Indian Press, Limited, Bombay Branch. |
| 297 | Do. II .. | .... | Do. |
| 298 | Do. III .. | .... | Do. |
| 299 | Do. IV .. | .... | Do. |
| 300 | Qawaid-e-Urdu Mualla .. | .... | New India Publishing Co. Lahore. |
| 301 | Urdu Charts on Sentence Method. | .... | Educational Book Depôt, Jubbulpore. |
| 302 | Do. .. | .... | Do. |
| 303 | Bachchon ki Kitab (Qaida) .. | M. Salim Abdulla .. | Do. |
| 304 | Do. Pahli Kitab .. | Md. Sadulla Khan & Qazi M. Yusuf. | Do. |
| 305 | Lalu Bandar .. | Qazi Md. Yusuf. | Do. |
| 306 | Mewn .. | Do. .. | Do. |
| 307 | Char Dost .. | Do. .. | Do. |
| 308 | Kon Bada Hai .. | Do. .. | Do. |
| 309 | Jumlati Tariqa .. | M. Salim Abdulla .. | Do. |
| 310 | Bachchon ki Talimi Khel .. | M. Sadullah Khan .. | Do. |
| 311 | Aqsam Kalam Jadid .. | Munshi Abdul Hameed. | Do. |
| 312 | Dabistan-e-Urdu .. | Syed Masud Hasan Rizvi. | Ram Prasad & Bros., Agra. |
| 313 | Urdu ka Qaida .. | .... | Lala Karam Chand, Khanna & Sons, Peshawar. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 314 | Hindustani ki Pahli Kitab .. | Moulvi Ibne Hasan & M. Naziruddin Quraishi. | Kitab Ghar, Aligarh. |
| 315 | Do. Dusri Kitab .. | Do. .. | Do. |
| 316 | Do. Tisri Kitab .. | Do. .. | Do. |
| 317 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 318 | Samji Reader .. | M. Mujeeb .. | Hali Publishing House, Kitab Ghar, Delhi. |
| 319 | Story Chart with sentences .. | Abdul Hamid Devgami, Jubbulpore. | .... |
| 320 | Do. .. | Do. .. | .... |
| 321 | Words Chits .. | Do. .. | .... |
| 322 | Hamidia Qaida .. | Do. .. | .... |
| 323 | Pahli Kitab .. | Do. .. | .... |
| 324 | Urdu ka Qaida .. | Hamiduddin Ahmed. | .... |
| 325 | Asan Qaida .. | Abdul Gaffar Mudholi. | Maktabai Jamia, Delhi. |
| 326 | Bachchon ka Qaida .. | Do. .. | Do. |
| 327 | Bachchon ki Kahania .. | Abdul Wahid Sindhi. | Do. |
| 328 | Bachchon ki Rubaiyin .. | Mahmood Israili .. | Do. |
| 329 | Dunia ke Bachche .. | M. Husain Hasaan .. | Do. |
| 330 | Dhunwe ki Phansi .. | S. A. Tahir .. | Do. |
| 331 | Lal Murgi .. | Abdul Wahid Sindhi. | Do. |
| 332 | Tarikh-e-Hindi ki Kahnian, Part I. | K. Sultana .. | Do. |
| 333 | Do. II .. | M. Ziaur Rahman .. | Do. |
| 334 | Hindustani ki Pahli Kitab .. | .... | Do. |
| 335 | Urdu ka Qaida .. | .... | S. Chand & Co., Chandni Chouk, Delhi. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| | URDU—*contd.* | | |
| 336 | Urdu ki Pahli Kitab .. | .... | S. Chand & Co., Chandni Chouk, Delhi. |
| 337 | Do. ki Dusri Kitab .. | .... | Do. |
| 338 | Do. ki Tisri Kitab .. | .... | Do. |
| 339 | Do. ki Chouthi Kitab .. | .... | Do. |
| 340 | Nai Urdu Reader, Part I .. | .... | Indian Press, Ltd. |
| 341 | Do. II .. | .... | Indian Press, Ltd., Bombay Branch. |
| 342 | Do. III .. | .... | Do. |
| 343 | Do. IV .. | .... | Do. |
| 344 | Urdu Primer for Infants .. | Inamul Haq .. | Pustak Bhandar, Patna. |
| 345 | Hansi Khushi .. | .... | Kitab Ghar, Patna. |
| 346 | Hindustani Reader .. | Syed Ali Akbar Kazimi & Pandit Ramsharan Upadhya. | .... |
| 347 | Tajmahal Hindustani Reader .. | S. Majeed Alam and Sidh Nath. | Pustak Bhandar, Patna. |
| 348 | Chand Hindustani Reader, Part I. | S. Ali Akbar and Pandit Ramsharan Upadhya. | .... |
| 349 | Tajmahal Hindustani Reader, Part II. | S. Majeed Alam and Sidh Nath. | Pustak Bhandar, Patna. |
| 350 | Gunchai Adab, Part I .. | .... | Do. |
| 351 | Tajmahal Hindustani Reader .. | S. Majeed Alam and Sidh Nath. | Do. |
| 352 | Bahar-e-Adab in three Parts for Standard II and III. | .... | Path Shala Press, Patna. |
| 353 | Malumat-e-Mazmun Nawasi, Part II. | Ram Lochan Shran & Syed Md. | Pustak Bhandar, Patna. |
| 354 | Do. III. | Do. .. | Do. |
| 355 | Anwar-e-Urdu .. | Haji M. Qamrulhuda. | Do. |
| 356 | Insha Amoz-e-Jadid .. | A. Hasan .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | URDU—*contd.* | | |
| 357 | Nigaristan-e-Urdu, Part I .. | Hafiz Jalaluddin Ahmad Jafari. | Jafri Bros., Allahabad. |
| 358 | Do. II .. | Do. .. | Do. |
| 359 | Tahzib-ul Qawaid, Part I .. | Do. .. | Do. |
| 360 | Do. II .. | Do. .. | Do. |
| 361 | Bahar-e-Urdu .. | Do. .. | Do. |
| 362 | Gulshan-e-Urdu, Part I .. | Do. .. | Do. |
| 363 | Do. II .. | Do. .. | Do. |
| 364 | Maullamul Qawaid, Part I .. | Qazi Mumtaz Husain. | Do. |
| 365 | Ashalul Qawaid, Part I .. | Moulvi Qaim Riza .. | Union Press, Allahabad. |
| 366 | Do. II .. | Do. .. | Do. |
| 367 | Moallemul Mubtadi, Part I .. | Hafiz Jalaluddin Ahmad Jafari. | Jafri Bros., Allahabad. |
| 368 | Do. .. | Do. .. | Do. |
| 369 | Adeebul Atfal, Part I .. | Do. .. | Do. |
| 370 | Do. II .. | Do. .. | Do. |
| 371 | Do. III .. | Do. .. | Do. |
| 372 | Do. IV .. | Do. .. | Do. |
| 373 | Tafheemul Qawaid, Part I .. | Do. .. | Do. |
| 374 | Nazm-e-Millat .. | Do. .. | Do. |
| 375 | Urdu Asan Primer, Part I .. | Do. .. | Do. |
| 376 | Adabul Khatut .. | Do. .. | Do. |
| 377 | Guldasta-i-Akhlaq .. | Do. .. | Do. |
| 378 | Adabul Mazamin, Part I .. | M. Nisrulla .. | Do. |
| 379 | Desai Zuban ki Pahli Kitab .. | Jalaluddin Ahmad Jafari, Pandit Suresh Chandra Tirpathi. | Do. |
| 380 | Do. Dusri Kitab .. | Do. .. | Do. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
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| 381 | Desai Zuban ki Tisri Kitab .. | Jalaluddin Ahmad Jafari, Pandit Suresh Chandra Tirpathi. | Jafri Bros., Allahabad. |
| 382 | Do. Chouthi Kitab .. | Do. .. | Do. |
| 383 | Saidi Urdu Reader, Part I .. | M. Tahir Rizvi .. | H. M. Said & Sons, Calcutta. |
| 384 | Do. II .. | Do. .. | Do. |
| 385 | Do. III .. | Do. .. | Do. |
| 386 | Do. IV .. | Do. .. | Do. |
| 387 | Urdu Reader .. | M. Shafiq .. | Do. |
| 388 | Tarana-e-Atfal .. | Amina Khatoon-saheba. | Do. |
| 389 | Hikayate-Margub .. | M. Shafiq .. | Do. |
| 390 | Intekhab-e-Sabzarian .. | M. Tahir Rizvi .. | Do. |
| 391 | Guldasta-e-Qawaid .. | Do. .. | Do. |
| 392 | Taj-ulqawaid .. | Do. .. | Do. |
| 393 | Aina-e-Adab .. | M. Shafiq .. | Do. |
| 394 | Dini Taleem ki Arbi, Part I .. | Qazi Abid Ali .. | Do. |
| 395 | Do. II .. | Do. .. | Do. |
| 396 | Do. III .. | Do. .. | Do. |
| 397 | Do. IV .. | Do. .. | Do. |
| 398 | Urdu ka Qaida .. | .... | Karam Chandkhanna & Sons, Peshawar. |
| 399 | Mangal Reader, Part I .. | .... | Khadak Villas Press, Bankipur. |
| 400 | Do. II .. | .... | Do. |
| 401 | Do. III .. | .... | Do. |
| 402 | Makhzanul Qawaid .. | Abdul Qadir Munshi. | .... |
| 403 | Dehat Sudhar .. | Master Dildar Khan. | M. Ferozuddin & Sons, Lahore. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History.** | | |
| | MARATHI. | | |
| 1 | Hindustancha Sopapattik Itihas. | R. V. Oturkar .. | V. G. Ketkar, Manager, Anatha Vidyarthi Griha, 624, Sadashiv Peth, Poona 2. |
| 2 | Prachin Hindu Samrajya .. | Do. .. | Do. |
| 3 | Hindustanatil Britishanchen Samrajya. | Do. .. | Do. |
| 4 | Hindustanatil Musalmananchen Samrajya. | Do. .. | Do. |
| 5 | Marathyanchen Samrajya .. | Do. .. | V. G. Ketkar, Loka-Sangraha Chapkhana, 624, Sadashiv Peth, Poona 2. |
| 6 | Hindustanchi Sopapattik Shasanpaddhati. | Do. .. | V. G. Ketkar, Manager, A. V. G., 624, Sadashiv, Poona 2. |
| 7 | Shalopayogi Bharatvarsha .. | G. S. Sirdesai .. | K. B. Dhavale, Shri Samartha Sadan, Benan Hall Lane, Girgaon, Bombay. |
| 8 | Hindustancha Prathamik Itihas. | Do. .. | Do. |
| 9 | Maharashtrachya Itihasatil Sopya Goshti. | Do. .. | Macmillan & Co. Ltd., Hornby Road, Fort, Bombay. |
| 10 | Shalopayogi Maharashtracha Itihas. | G. B. Borwankar .. | T. A. Patil, Messrs. Patil & Co., Karad. |
| 11 | Maharashtracha Goshtirup Itihas. | Do. .. | G. B. Borwankar, 196/17, Tilak Road, Poona 2. |
| 12 | Shalopayogi Aitihasik Hindustan. | Do. .. | Do. |
| 13 | Maharashtracha Sopa va Sachitra Itihas. | V. M. Bhat .. | S. N. Joshi, Chitrashala Press, Poona. |

APPENDIX F—*contd.*

| No. | Name of book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History—contd.** | | |
| | MARATHI—*contd.* | | |
| 14 | Hindustancha Sopa va Sachitra Itihas. | V. M. Bhat .. | S. N. Joshi, Chitrashala Press, Poona. |
| 15 | Itihasatil Goshti, Part I .. | C. Vakil, N. Thuthi and D. V. Kale. | Longman Green & Co. Ltd., 53, Nicol Road, Bombay. |
| 16 | Do. Part II .. | Do. .. | Do. |
| 17 | Do. Part III .. | Do. .. | Do. |
| 18 | Apala Sachitra Maharashtra .. | S. M. Shaikh, R. D. Gurav and B. B. Patil. | Messrs. Patil & Co., Karad. |
| 19 | Hindustanatil Musalmani Amal . | S. M. Shaikh and R. D. Gurav. | Do. |
| 20 | Lahan Mulancha Maharashtra .. | G. A. Modak .. | G. A. Modak, 410, Narayan Peth, Poona 2. |
| 21 | Lahan Mulancha Hindustan .. | Do. .. | Do. |
| 22 | Hindustancha Kalakram Itihas .. | R. S. Joshi .. | Navin Kitabkhana, Poona. |
| 23 | Maharashtrachya Itihasatil Goshti. | S. R. Salave .. | S. R. Salave, Teacher, Municipal Schools, Ahmednagar. |
| 24 | Shaleya Maharashtracha Itihas .. | Y. G. Phaphe .. | Navin Kitabkhana, Poona 2. |
| 25 | Maharashtrachya Itihasache Sope Path. | K. G. Kinare .. | K. G. Kinare, retired Teacher, N. E. School, Poona. |
| 26 | Hindustanchi Prachalit Rajya-vyavastha. | S. S. Patake .. | S. N. Joshi, Chitrashala Press, 1026, Sadashiv Peth, Poona 2. |
| 27 | Hindustancha Balbodha Itihas .. | K. B. Babar .. | Patil & Co., Booksellers, Karad. |
| 28 | Hindustancha Navin Shalopayogi Itihas va Hallinchi Shasanpaddhati. | N. K. Bhave .. | N. N. Bhave, 130, Shukrawar Peth, Poona 2. |
| 29 | Hindustanchi Rajyavyavastha .. | A. B. Patil .. | A. B. Patil, Teacher, Rethare Budruk (Satara). |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author | Name of Publisher. |
|---|---|---|---|
| | **History**—contd. | | |
| | MARATHI—*concld.* | | |
| 30 | Hindustancha Sulabha Itihas .. | G. N. Joshi .. | Janardan Sadashiv Ltd., 394, Sadashiv, Poona 2. |
| 31 | Hindustancha Itihas .. | D. S. Joshi and D. B. Lokhande. | D. S. Joshi and D. B. Lokhande, 335, Shanwar, Poona 2. |
| 32 | Hindustancha Itihas .. | V. V. Kulkarni and G. T. Argade. | V. V. Kulkarni, 425-B/5, Sadashiv Peth, Poona 2. |
| 33 | Goshtrup Maharashtra .. | K. V. Shukla and S. T. Dusane. | K. V. Shukla and S. T. Dusane, Jalgaon (Dharangaon). |
| 34 | Apala Maharashtra .. | V. R. Nerurkar .. | K. B. Dhavale, Shri-Samartha Sadan, Benan Hall Lane, Girgaon, Bombay. |
| 35 | Maharashtracha Itihas .. | Mrs. Hirabai Bhapkar. | P. K. Bhapkar, Maliwada, Ahmednagar. |
| 36 | Karnatakacha Goshtirup Itihas .. | G. A. Joglekar .. | S. Y. Vibhute, P. V. Havaldar and B. G. Bedekar, Teacher (Hubli), Belgaum. |
| 37 | Maharashtrachya Itihasacha Onama. | V. D. Ghate .. | V. D. Ghate, Dadar, Bombay. |
| 38 | Hindustancha Rajyakarbhar .. | G. M. Ghule .. | S. V. Damle, N. K. Publishing House, Poona 2. |
| 39 | Maharashtrachya Itihasatil Goshti. | S. R. Salave .. | S. R. Salave, Teacher, Municipal School, Ahmednagar. |
| 40 | Maharashtrachya Goshti .. | M. V. Gujar and J. S. Tadavi. | M. V. Gujar & J. S. Tadavi, Poona & Pimprale (E. K.). |
| 41 | Hindustancha Subodha Itihas .. | S. R. Kanitkar .. | S. R. Kanitkar, 319, Shanwar Peth, Poona 2. |
| 42 | Jag Ani Manus .. | K. S. Dixit and S. B. Sukthankar. | V. V. Hadap Adarsha Mudranalaya, 126, Ramacha Got, Satara City. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History**—contd. | | |
| | GUJARATI. | | |
| 1 | Gujratna Itihasni Kathao .. | Snehrashmi .. | Messrs. Mangaldas & Sons, Surat. |
| 2 | Hindna Itihasni Ruprekha, Vibhag I. | A. P. Kanakia .. | General Book Depot, Bombay. |
| 3 | Hindustanna Itihas ane Rajvahivat. | G. N. Joshi .. | Macmillan & Co., Ltd., Bombay. |
| 4 | Hindni Prajano Tunko Itihas (Rajvahivat Sathe). | K. H. Kamdar .. | Karsondas Narandas & Sons, Surat. |
| 5 | Hindustanno Rajkarbhar .. | C. M. Doctor .. | C. M. Doctor, Baroda. |
| 6 | Apana Deshno Prathmik Itihas . | N. K. Desai .. | Harihar Pustakalaya, Surat. |
| 7 | Sindhno Navo Itihas .. | N. H. Lagu and D.K. Bhatt. | Reliance Store, Karachi. |
| 8 | Gujaratno Itihas, Khambhatna Itihas Sahit. .. | N. T. Dhatt .. | D. N. Bhatt, Khambhat. |
| 9 | Gujaratna Itihasni Vato .. | C. T. Modi and J. D. Modi .. | Karsondas Narandas & Sons, Surat. |
| 10 | Garavi Gujaratno Saral Itihas .. | M. K. Mulani .. | Desai Book Depot, Nadiad. |
| 11 | Gujaratna Itihasni Saheli Vato.. | V. L. Patel .. | Khadáyata Book Depot, Ahmedabad. |
| 12 | Gujaratno Saral Itihas .. | M. M. Dwivedi .. | S. B. Shah, Ahmedabad. |
| 13 | Gujaratno Itihasni Sahela Patho. | Akkad and Kanuga. | Messrs. Karsondas Narandas & Sons, Surat. |
| 14 | Gujjar Bhoomina Itihas .. | D. M. Doshi .. | Mangaldas & Sons, Surat. |
| 15 | Gujaratna Itihasni Saheli Vartao | P. K. Desai .. | Macmillan & Co. Ltd., Bombay. |
| 16 | Apana Deshna Mahan Stripurushoni Sachitra Itihasik Vato. | Devalibai Rathod .. | Keshav Bhikaji Dhavale, Bombay. |
| 17 | Gate Way of India, Bk. I, II, III. | Vakil and Thuthi .. | Longman Green and Co., Bombay. |
| 18 | Bharatkhandno Itihas Sar .. | L. L. Vyas .. | Kasondas Narandas & Sons, Surat. |
| 19 | Hindno Navo Itihas Rajbandharan Sathe. | M. K. Patel .. | Desai Book Depot, Nadiad. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History**—contd. | | |
| | GUJARATI—*contd.* | | |
| 20 | Hindno Saral Itihas .. | V. L. Patel and P. A. Thakor. | S. B. Shah & Co., Ahmedabad. |
| 21 | Hindno Nutan Itihas Rajbandharan Sahit. | M. A. Patel .. | M. A. Patel, Nadiad. |
| 22 | Bharatkhandno Itihas .. | V. D. Patel .. | S. B. Shah & Co., Ahmedabad. |
| 23 | Bharatkhandno Itihas ane Rajvyavastha. | Do. .. | Do. |
| 24 | Bharatna Itihasni Vato .. | Akkad .. | Messrs. Karsondas Naran & Sons, Surat. |
| 25 | Hindustanno Sankshipta Itihas. | C. J. Vakil .. | Longmans Green & Co., Bombay. |
| 26 | Hindustanna Itihasmanthi Saheli Vartao. | E. Marsdon .. | Macmillan & Co., Ltd., Bombay. |
| 27 | Hindustanno Prathmik Itihas .. | A. M. Parikh .. | Longmans Green & Co., Bombay. |
| 28 | Hindustanno Subodh Itihas .. | B. N. Merchant .. | Karnatak Publishing House Bombay 2. |
| | KANNADA. | | |
| 1 | Nutana Samaj Neeti, Book 4 .. | K. Vittal Shetty .. | Basel Mission Book Depot. |
| 2 | Do. Book 5 .. | Do. .. | Do. |
| 3 | Do. Book 6 .. | Do. .. | Do. |
| 4 | Do. Book 7 .. | Do. .. | Do. |
| 5 | Do. Book 8 .. | Do. .. | Do. |
| 6 | Karnataka Itihas Bodhini .. | Narayana Sharma .. | S. S. Kulkarni. |
| 7 | Hindustan Itihas Bodhini, Part I. | S. S. Kulkarni .. | Do. |
| 8 | Do. Part II .. | Do. .. | Do. |
| 9 | Do. Part III .. | Do. .. | Do. |
| 10 | Do. (Combined).. | Do. .. | Do. |
| 11 | Hindustan Sulabha Itihasavu .. | K. S. Shrikantan and R. B. Patil. | Bharat Book Depot, Belgaum. |

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| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History**—contd. | | |
| | KANNADA—*contd.* | | |
| 12 | The Historical Atlas of India, Part I. | I. P. Nimbalkar .. | N. H. Doddamani. |
| 13 | Sachitra Karnataka Itihasada Kathegalu. | D. G. Joshi .. | D. G. Joshi. |
| 14 | Karnatakad Kathamaya Itihasavu. | G. A. Joglekar .. | G. A. Joglekar. |
| 15 | Karnatakada Varnaneya Itihasavu. | N. S. Rajpurohit .. | Vagvilas Power Printing Press, Hubli. |
| 16 | Sachitra Kannadigara Kathe .. | K. R. Adabaddi .. | A. R. Shivanagappa, Hubli. |
| 17 | Hindustanadalli Musalmanar Alike. | B. K. Halpeti .. | Do. |
| 18 | Karnatakada Itihasa for Std. IV. | D. R. Kurandwad .. | D. R. Kurandwad. |
| 19 | Samyukta Rajya Ghatane .. | S. B. Patil .. | S. B. Patil, Hirebagewadi. |
| 20 | Bharata Nadadeviyaru .. | Girijadevi Ichhangimath. | Girijadevi Ichhangimath. |
| 21 | Bharatada Itihasa for Std. VI .. | Bala Sahitya Mandal, Ltd., Mangalore. | Bala Sahitya Mandal, Ltd., Mangalore. |
| 22 | Do. for Std. VII .. | Do. .. | Do. |
| 23 | Do. for Std. VIII .. | Do. .. | Do. |
| 24 | Hindustanada Itihas .. | S. S. Basavanal .. | A. R. Shivanagappa, Hubli. |
| | URDU. | | |
| 1 | Upper Tarikh, Part I .. | .... | Bal Siksha Samiti, Bankipore, Patna. |
| 2 | Do. Part II .. | .... | Do. |
| 3 | Ibtedai Tarikh-e-Hind or Upper Tarikh. | .... | Do. |
| 4 | Bachchon ke lie Tarikhi Kahanian. | .... | Do. |
| 5 | Tarikh-e-Hind, Part I .. | Syed Ameen Ahmed Syed Iqbal Husain. | Royal Educational Book Depot, Lahore. |
| 6 | Do. Part II .. | Do. .. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History**—contd. | | |
| | URDU—*contd.* | | |
| 7 | Dakkan-ki-Tarikhi Kahanian .. | Kayosaverbi .. | Longmans Green & Co., Bombay. |
| 8 | Urdu History of India, Part I .. | H. C. Chaterji and M. H. Naqvi. | Do. |
| 9 | Do. Part II.. | Do. .. | Do. |
| 10 | Tarikh-e-Hind .. .. | Dr. Shafaat Ahmed Khan. | Do. |
| 11 | Stories from Indian History .. | Lala Sohan Lal Translated in Urdu, from J. C. Allen's English Book. | Do. |
| 12 | A New History of India, Vol I.. | Sh. Abdur Rashid .. | P. C. Dwadash Shreni & Co., Aligarh. |
| 13 | Do. Vol. II.. | Do. .. | Do. |
| 14 | Tarikhi Khananian .. | Do. .. | Do. |
| 15 | Hind ke Jan Neesar .. | Munshi Suraj Narayan Mathur. | Rai Saheb Ram Dayal Agarwal, Allahabad. |
| 16 | Hamare Tarikhi Ala Deler .. | Godand Narayan Jhalani. | Lala Kanyalal Book Seller, Tarpoli Bazar, Jaipur. |
| 17 | Tarikh-e-Hind, Part I .. | Khaja Md. Ashraf Khan Saheb T. Khushmalsing and Gulam Rasul Mihr. | New India Publishing Co., Baroon Mori Gate, Lahore. |
| 18 | Tarikh-e-Hind, Part II .. | Do. .. | Do. |
| 19 | Lower Primary Twarikh .. | Ramlochan Saran and Ali Hasan. | Pustak-Bhandar, Laheriasarai & Patna. |
| 20 | Tarikhi Reader .. | .... | Do. |
| 21 | Tarikhi Reader .. | .... | Do. |
| 22 | Upper Primary Tawarikh .. | Ramlochan Saran and Harbans Sahaya. | Pustaka Bhandar Laheria Sarai and Patna. |
| 23 | Tarikhi Jawahir-e-adab, Part I.. | .... | Khadag Velas Press, Bankipur, Patna. |
| 24 | Do. Part II .. | .... | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **History—concld.** | | |
| | URDU—*concld.* | | |
| 25 | Tarikhe-e-Hind, Part I .. | Prof. Akhtar Husain and Moulvi Abdus Sattar. | Haji Md. Syed & Sons, Book Sellers, 20, Welsely Street, Calcutta. |
| 26 | Do. Part II .. | Do. .. | Do. |
| 27 | Jadid Tarikh-e-Maharashtra .. | Abdur Rahman Ahmed Saheb. | .... |
| 28 | Nadirut Tawarikh .. | Mayrajuddin Mirza Chougtai. | Feroz Printing Works, Circular Rd. Lahore. |
| 29 | Tarikhi Mashqi Bayaz .. | Shaikh Muhammad Husain. | Gulam Dastigir, Char Kaman, Hyderabad (Dc.). |
| 30 | Mukhtasar Tarikh-i-Hind .. | Feroz Sons .. | M Firozuddin & Sons, Lahore. |
| 31 | Tarikh-i-Gujrat .. | Prepared by the Urdu Text Books Translation Board, Poona. | Do. |
| 32 | Akbar-i-Azam .. | .... | M. Firozuddin & Sons, Lahore. |
| 33 | Zaheeruddin Babar .. | .... | Do. |
| 34 | Akbari Nau Ratan .. | .... | Do. |
| 35 | Aurang Zeb .. | .... | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Geography.** | | |
| | MARATHI. | | |
| 1 | Mumbai Ilakhyacha Parichaya | G. L. Thokal .. | G. L. Thokal, Shri-Shivaji Preparatory Military School, Poona 5. |
| 2 | Hindustancha Parichaya .. | Do. .. | Do. |
| 3 | Jagacha Parichaya .. | Do. .. | Do. |
| 4 | Hindi Samrajyacha Varnanatmak Bhugol. | V. A. Modak and B. G. Nene. | S. N. Joshi, Chitrashala Press, 1026, Sadashiv Peth, Poona 2. |
| 5 | Mumbai Ilakhyacha Varnanatmak Bhugol. | Do. .. | Do. |
| 6 | Navin Bhugol, Pustak Pahilen .. | D. M. Jogal and D. B. Penkar. | V. H. Damle, Navin Kitabkhana, Poona 2. |
| 7 | Do. Pustak Dusaren | Do. .. | Do. |
| 8 | Do. Pustak Tisaren | Do. .. | Do. |
| 9 | Amacha Navin Bhugol, Mumbai Ilakha. | J. K. Patil and V. R. Bende. | V. R. Bende, Shri-Shivaji Maratha High School, Poona 2. |
| 10 | Amacha Navin Bhugol, Hindustan. | Do. .. | Do. |
| 11 | Navin Bhuwarnan, Bhag Pahila. | R. J. Gokhale and D. S. Kulkarni. | L. N. Godbole, Booksellers, Laxmi Road, Poona 2. |
| 12 | Do. Bhag Dusara | Do. .. | Do. |
| 13 | Do. Bhag Tisara | Do. .. | Do. |
| 14 | Punen Jilhyachen Bhuwarnan .. | R. J. Gokhale .. | Do. |
| 15 | Matriculation Bhugol .. | L. D. Stamp adpated by G. K. Sane and B. G. Nene. | Longmans Green & Co. Ltd., Bombay. |
| 16 | Mumbai Ilakhyachen Sankshipta Bhuwarnan. | K. R. Kelkar .. | K. R. Kelkar, Kole, taluka Karad, district Satara. |
| 17 | Sulabha Bhugol, Bhag Pahila .. | G. K. Patil and L.V. Taralekar. | G. M. Atitkar, City Stores, Satara City. |
| 18 | Hindustanche Shetki Bhuwarnan. | Y. R. Lale and T. R. Patil. | Y. R. Lale, Kasare. taluka Sakri, district West Khandesh. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Geography—contd.** | | |
| | GUJARATI. | | |
| 1 | Mumbai Ilaka .. .. | A. M. Parakh .. | Longmans Green Co., Bombay. |
| 2 | Duniani Saral Bhoogol .. | Do. .. | Do. |
| 3 | Duniani Bhoogol .. .. | L. Dudlay Stamp .. | Do. |
| 4 | Longmans Indian Atlas .. | Longmans Green & Co. | Do. |
| 5 | Bharooch Jillani Bhoogol .. | D. C. Desai .. | Desai Bros., Broach. |
| 6 | Sind Prantni Saheli Bhoogol ane Hindustanni Samanya Mahiti. | N. Hari Lagu and D. K. Bhatt. | Reliance Stores, Karachi. |
| 7 | Mumbai Betni Boogolna Patho. | R. A. Mehta and B. K. Dave. | Jivanlal & Sons, Bombay 2. |
| 8 | Saral Gujarat Prantni Bhoogol. | G. K. Mehta .. | Khadayata Book Depôt, Ahmedabad. |
| 9 | Saral Mumbai Ilako .. | Do. .. | Do. |
| 10 | Gujarat Prant—Thana Jilla Sahit. | M. K. Patel .. | Desai Book Depôt, Nadiad. |
| 11 | Mumbai Ilako—Hindna Samanya Gnan Sahit. | Do. .. | Do. |
| 12 | Prathmik Bhoogol Vidya, Part I. | A. M. Divanji .. | Karsondas Narandas & Sons, Surat. |
| 13 | Bhoogol Vidyana Multatvo, Parts I and II. | A. M. Divanji and A. R. Desai. | Do. |
| 14 | Mumbai Ilakani Bhoogol .. | G. A. Shastri and H. N. Shastri. | N. D. Mehta & Co., Bombay. |
| 15 | Bhoogolna Prathmik Patho .. | E. Marsden .. | Macmillan & Co. Ltd., Bombay. |
| 16 | Bhoogol Shikshika .. | N. G. Shah .. | Vallabhvijaya Book Depôt, Nadiad. |
| 17 | Navin Bhoogol, Parts I to IV.. | M. H. Chokshi .. | S. B. Shah & Co., Ahmedabad. |
| 18 | Saral Bhoogolmala, Manko I, II, III. | D. M. Doshi .. | Messrs. Karsondas Narandas & Sons, Surat. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Geography—contd.** | | |
| | KANNADA. | | |
| 1 | Hindada Hosa Bhugolu .. | Rao Saheb B. N. Magdal. | V. R. Joshi. |
| 2 | Prathamika Bhugola .. | Elsa C. Stamp .. | Longmans Green & Co. |
| 3 | Hindu Deshada Prathamika Bhugolu. | Do. .. | Do. |
| 4 | Bhumandala Bodhini, Part I .. | S. S. Kulkarni .. | Basel Mission Book Depôt. |
| 5 | Parasgada Talukina Varnane .. | I. N. Katagi .. | I. N. Katagi. |
| 6 | Athani Talukini Bhuvarnane .. | V. R. Mahuli .. | V. T. Mutalik. |
| 7 | Bhuvarnane (Kannada) .. | R. J. Gokhale .. | L. N. Godabole. |
| 8 | Dharwarda Jilleya Bhugola .. | Y. K. Annigeri .. | B. P. Jakkanagoudar. |
| 9 | Hubballi Talukina Sachitra Bhugola. | G. B. Ugra .. | A. R. Shivanagappa, Hubli. |
| 10 | Dharwarda Jilleya Varnaneyu. | I. P. Nimbalkar .. | I. R. Akalwadi and Sons. |
| 11 | Khanapur Talukina Bhugolu .. | G. D. Amargolmath. | B. N. Kulkarni. |
| 12 | Bhuvarnane (Belgaum Jille) Sachitra. | G. J. Surpur .. | G. J. Surpur. |
| 13 | Sachitra Bhuvarnane Standard IV. | Do. .. | Do. |
| | URDU. | | |
| 1 | Jadeed Geographia of India and World. | Rai Bahadur Lala Sohan. | Rai Saheb Gulab Sing & Sons, Lahore. |
| 2 | Geographical Reader .. | Do. .. | Do. |
| 3 | Geography of the Indian Empire. | .... | Longmans Green & Co., Ltd., Bombay. |
| 4 | Longmar's Urdu Atlas .. | .... | Do. |
| 5 | Urdu Atlas of Bombay Presidency. | .... | Do. |
| 6 | Istalahat-i-Geography or New Geographical Reader. | .... | Ferozuddin & Sons, 119, Circular Road, Lahore. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | Geography—contd. | | |
| | URDU—*contd.* | | |
| 7 | Hawa Bazi or Hawai Sair .. | Azeem Abbasi Saheb | Ferozuddin & Sons, 119, Circular Road, Lahore. |
| 8 | Geographia-i-Hind & Dunya .. | M. Feroz Sons .. | Do. |
| 9 | Jadeed Geographia, Taluka Haveli. | Munshi Abdul Rahman. | .... |
| 10 | Jadeed Geographia, Zila Poona. | Do. .. | .... |
| 11 | Do. Hindustan. | Do. .. | .... |
| 12 | Jadeed Geographi-i-Africa, America and Australia. | Do. .. | .... |
| 13 | Jadeed Geography-i-Ihatai, Bombay. | Do. .. | .... |
| 14 | Jadeed Geographia Asis-O-Europe. | Do. .. | .... |
| 15 | Jadeed Geographi-i-Zila-i-Bijapur, Bombay, Karnatak. | Md. Hasham A. Kadir Mulla. | .... |
| 16 | Upper Primary Geographia .. | .... | Bal Siksha Samiti, Bankipore, Patna. |
| 17 | Asbaq-i-Geographia, Part I .. | .... | Do. |
| 18 | Do. Part II .. | .... | Do. |
| 19 | Saeedi Geographia for IV and V Classes. | Syed Ali Raza and Master Hothi Lal Saheb Godh. | Haji Md. Said & Sons, No. 20, Wellesly Street, Calcutta. |
| 20 | Mashqi Biaz Geographia .. | Maulvi Shaikh Muhammad Husain-saheb. | Gulam Dastgir, Char-Kaman, Hyderabad (Deccan). |
| 21 | Geographia-i-Zila Ratnagiri .. | Munshi Nizammuddin Ahmedsaheb Patel. | .... |
| 22 | Anokhi Dunya, Part IV .. | Munshi Lal Agarwal. | Macmillan & Co. Ltd., Bombay. |
| 23 | Macmillan Urdu Atlas .. | .... | Do. |
| 24 | Oxford India School Atlas .. | John Brotho Lomew. | Oxford University Press, Bombay. |
| 25 | Bachchonka Geographia for Class II. | Sajjad Mirza .. | Maktaba-i-Rahimia, Hyderabad (Deccan). |
| 26 | Bachchonka Geographia, Part III. | .... | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Geography**—concld. | | |
| | URDU—*concld.* | | |
| 27 | Aftab Geographia, Part I .. | .... | National Press, Allahabad. |
| 28 | Dunya ke Rahney Waley, Part I. | .... | Do. |
| 29 | Dunya ke Rahney Waley, Part II. | .... | Do. |
| 30 | Upper Primary Geography .. | Ramlochan Saran & Md. Munif Beg. | Pustak-Bhandar, Laheria Sarai & Patna. |
| 31 | Lower Primary Geography .. | Do. .. | Do. |
| 32 | Geography Reader for IV Class. | .... | Path-Shala Press, Patna. |
| 33 | Geography Reader for V Class. | .... | Do. |
| 34 | Geographia-ki-Dilchasp Khanian. | .... | S. Chand & Co., Chandni Chowk, Delhi. |
| 35 | Istalahati-Geographia .. | Syed Abdursak Jaafari Zainabi. | Jafri Bros., Anwari-Ahmadi Press, Allahabad. |
| 36 | Istalhati-Geographia .. | Ebrar Husain Qadir. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Mathematics.** | | |
| | MARATHI. | | |
| | *(i) Arithmetic.* | | |
| 1 | Shaleya Balganit—Bhag Pahila. | L. V. Mandke and A. V. Mandke. | T. A. Patil & Co., Karad. |
| 2 | Bhag Dusara. Shaleya Subodha Ankaganit, Bhag Dusara. | Do. | A. V. Mandke, 777, Sadashiv Peth, Poona, 2. |
| 3 | Shaleya Subodha Ankaganit, Bhag Pahila. | Do. | T. A. Patil & Co., Karad. |
| 4 | Shaleya Praudha Ankaganit, Standards 6 and 7. | Do. | Do. |
| 5 | Shaleya Tondi Ganit, Bhag Pahila. | Do. | Do. |
| 6 | Shaleya Tondi Ganit, Bhag Dusara. | Do. | Do. |
| 7 | Abhinava Ankaganit, Bhag Pahila. | Karnatak Publishing House. | Karnatak Publishing House, Chira Bazar, Bombay. |
| 8 | Abhinava Ankaganit, Bhag Dusara. | M. V. Kalelkar and P. Y. Pathak. | Do. |
| 9 | Abhinava Ankaganit, Bhag Tisara. | Do. | Do. |
| 10 | Balbodha Ganit, Standard 2 | S. A. Jagtap and M. R. Karle. | S. A. Jagtap, Headmaster, Shri Shivaji Marathi Primary School, Poona 2. |
| 11 | Do. Bhag Dusara | Do. | Do. |
| 12 | Do. Bhag Tisara | Do. | Do. |
| 13 | Do. Bhag Choutha. | Do. | Do. |
| 14 | Sulabha Ankaganit, Std. 2 | R. N. Pawar | P. B. Kale for Joshi-Lokhande, Poona 2. |
| 15 | Do. Std. 3 | Do. | Do. |
| 16 | Do. Std. 4 | Do. | Do. |
| 17 | Do. Std. 5 | Do. | Do. |
| 18 | Do. Stds. 6 and 7. | Do. | Do. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Mathematics**—contd. | | |
| | MARATHI—*contd.* | | |
| | (*i*) *Arithmetic*—contd. | | |
| 19 | Navin Sopen Ankaganit, Standard 2. | K. V. Ghumare, N. B. Chavhan and B. N. Kumbhar. | K. V. Ghumare, 374, Narayan Peth, Poona 2. |
| 20 | Navin Sopen Ankaganit, Standard 3. | Do. .. | K. V. Ghumare, 203, Sadashiv Peth, Poona 2. |
| 21 | Navin Sopen Ankaganit, Standard 4. | Do. .. | K. V. Ghumare, 374, Narayan Peth, Poona 2. |
| 22 | Navin Sopen Ankaganit, Standard 5. | Do. .. | Do. |
| 23 | Navin Sopen Ankaganit, Standards 6 and 7. | Do. .. | Do. |
| 24 | Mulanchen Sachitra Ganit, Pustak Dusaren. | Pune Anatha Vidyarthi Griha. | Pune Anath Vidyarthi Griha, 624, Sadashiv Peth, Poona 2. |
| 25 | Mulanchen Sachitra Ganit, Pustak Tisaren. | Do. .. | Do. |
| 26 | Mulanchen Sachitra Ganit, Pustak Chouthen. | Do. .. | Do. |
| 27 | Mulanchen Sachitra Ganit, Pustak Panchaven. | Do. .. | Do. |
| 28 | Sulabha Prathamik Ganit, Standard 3. | S. L. Thorat and N. V. Jambhekar. | S. N. Joshi, Chitrashala Press, 1026, Sadashiv Peth, Poona 2. |
| 29 | Sulabha Prathamik Ganit, Standard 4. | Do. .. | Do. |
| 30 | Sulabha Prathamik Ganit, Standard 5. | Do. .. | Do. |
| 31 | Shalopayogi Navin Ankaganit, Standard 2. | G. M. Deshmukh .. | S. V. Damle, N. K. Publishing House, Navin Kitabkhana, Poona City. |
| 32 | Shalopayogi Navin Ankaganit, Standard 3. | Do. .. | Do. |
| 33 | Shalopayogi Navin Ankaganit, Standard 4. | Do. .. | Do. |
| 34 | Shalopayogi Navin Ankaganit, Standard 5. | Do. .. | V. H. Damle, Navin Kitabkhana, Poona City. |

APPENDIX F—*contd.*

| No. | Name of Book. | Name of Author. | Name of Publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | MARATHI—*contd.* | | |
| | (*i*) *Arithmetic*—contd. | | |
| 35 | Shalopayogi Navin Ankaganit, Standard 6. | G. M. Deshmukh .. | V. H. Damle, Navin Kitabkhana, Poona City. |
| 36 | Shalopayogi Navin Ankaganit, Standard 7. | Do. .. | Do. |
| 37 | Balbodha Ankaganit, Pustak Tisaren. | P. N. Vartak .. | P. N. Vartak, Dhulia. |
| 38 | Final Ankaganit, Standards 5, 6 and 7. | Do. .. | Do. |
| 39 | Sachitra Shetki Ankaganit, Bhag I. | Y. R. Lale and T. R. Patil. | Y. R. Lale and T. R. Patil, Kusumbe, West Khandesh. |
| 40 | Sachitra Shetki Ankaganit, Bhag II. | Do. .. | Do. |
| 41 | Vyavaharik Tondi Ganit, Pustak Pahilen. | P. B. Sarmalkar. .. | Chintaman Anant Kawatkar Sahayyakari Mitra Mandal, Shanti Niwas, Kandewadi, Bombay 4. |
| 42 | Vyavaharik Tondi Ganit, Pustak Dusaren. | Do. .. | Do. |
| 43 | Shalopayogi Ankaganit, Standards 6 and 7. | V. V. Kulkarni and G. T. Argade. | V. V. Kulkarni, 841, Sadashiv Peth, Poona 2. |
| 44 | Vyavaharik Ankaganit .. | S. C. Walimbe .. | S. C. Walimbe, near City Library, Ahmednagar. |
| 45 | Sachitra Padhyanche Khel .. | V. K. Nerurkar .. | D. N. Moghe, School and College Book-stall, Kolhapur. |
| 46 | Sulabha Ankaganit, Standard 2. | R. N. Pawar .. | D. S. Joshi and D. B. Lokhande, Poona. |
| 47 | Prathamik Ganit, Pustak Pahilen. | V. P. Pawar, and P. V. Chavhan. | V. P. Pawar, and P. V. Chavhan, Bombay. |
| 48 | Vyavaharik Tondi Ganit—Pustak Pahilen, Pustak Dusaren. | V. A. Mandke, and B. L. Mandke. | A. V. Mandke, 777, Sadashiv Peth, Poona City. |
| 49 | Tondi Ganit .. .. | R. A. Dhekane—S. G. Walimbe. | R. A. Dhekne and S. G. Walimbe, Wai (Satara). |

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| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics**—contd. | | |
| | MARATHI—*contd.* | | |
| | (*ii*) *Indian Accounts.* | | |
| 1 | Jamakharcha, Pustak Pahilen. | N. T. Padekar and C. D. Indulkar. | V. D. Mirasi for Jogal and Sons, 570, Shanwar Peth, Poona 2. |
| 2 | Jamakharcha, Pustak Dusaren. | Y. K. Pathak and C. D. Indulakar. | Do. |
| 3 | Apala Jamakharcha, Bhag Pahila. | G. R. Walimbe and V. K. Ranade. | Karnatak Publishing House, Chira Bazar, Bombay. |
| 4 | Apala Jamakharcha, Bhag Dusara. | Do. .. | Do. |
| 5 | Apala Jamakharcha, Bhag Tisara. | Do. .. | Do. |
| 6 | Apala Jamakharcha, Bhag Choutha. | Do. .. | Do. |
| 7 | Sopa Jamakharcha, Pustak Pahilen. | P. S. Bawale .. | M. P. Bawale, Bawale Bros., 496, Rasta Peth, Poona 2. |
| 8 | Sopa Jamakharcha, Pustak Dusaren. | Do. .. | Do. |
| 9 | Sopa Jamakharcha, Pustak Tisaren. | Do. .. | Do. |
| 10 | Sopa Jamakharcha, Pustak Choutheh. | Do. .. | Do. |
| 11 | Gharguti Sopa Jamakharcha, Bhag Pahila. | V. G. Athavle, S. S. Deshpande, K. T. Patil. | G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2. |
| 12 | Sopa Jamakharcha, Bhag Dusara. | Do. .. | Do. |
| 13 | Deshi Paddhaticha Sulabha Jamakharcha. | Waman J. Patil .. | Waman J. Patil, Kusumbe, West Khandesh. |
| 14 | Gharguti Sulabha Jamakharcha, Pustak Pahile. | Do. .. | Waman J. Patil, Varshi, West Khandesh. |
| 15 | Gharguti Sulabha Jamakharcha, Pustak Dusaren. | Do. .. | Do. |
| 16 | Jamakharchachi Deshi Paddhati. | V. B. Lotalikar and R. B. Datar and S. R. Tawade. | Karsandas Narandas and Sons, Surat. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | MARATHI—*contd.* | | |
| | (*ii*) *Indian Accounts*—contd. | | |
| 17 | Gharguti Jamakharcha .. | P. N. Vartak .. | P. N. Vartak, Dhulia. |
| 18 | Gharguti Jamakharcha .. | D. J. Gokhale .. | D. J. Gokhale, 6th lane, Dhulia. |
| 19 | Prachalit Deshi Jamakharcha.. | Do. .. | V. G. Ketkar, Loksangraha Press, 624, Sadashiv Peth, Poona. |
| 20 | Subodha Deshi Jamakharcha.. | A. V. Mandke, S. Dadamiyan, S. Ibrahim and H. G. Jadhav. | A. V. Mandke, 777, Sadashiv Peth, Poona 2. |
| | (*iii*) *Geometry.* | | |
| 1 | Bhumiti, Bhag 1 .. .. | D. M. Jogal .. | V. D. Mirasi for Jogal and Sons, 570, Shanwar Peth, Poona City. |
| 2 | Sulabha Bhumiti .. .. | Do. .. | D. M. Jogal, Practising School Teacher, Poona 2 |
| 3 | Praybgic Bhumiti .. | Do. .. | Do. |
| 4 | Shaleya Bhumiti, Bhag 1 .. | G. M. Joshi and R. D. Gokhale. | V. S. Damle, N. K. Publishing House, Poona 2. |
| 5 | Prathamik Bhumiti .. | V. L. Mule and G. L. Barve. | T. A. Patil, Patil and Co., Karad. |
| 6 | Navin Bhumiti, Bhag Pahila .. | B. S. Kolhatkar and R. J. Gokhale. | Karsandas Narandas & Sons, Surat. |
| 7 | Subodha Bhumiti .. .. | G. N. Chivate and S. M. Choudhari. | G. N. Chivate, Amalner (East Khandesh). |
| 8 | Rekhaganit Arthat Bhumiti .. | M. R. Deshpande and V. G. Deshpande. | M. R. Deshpande, Mahilashram High School, Hingne, Poona 4. |
| 9 | Shalopyogi Bhumiti .. | S. S. Barhate and B. K. More. | S. S. Barhate, Bhusawal (East Khandesh), B. K. More, Madha (Sholapur). |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | GUJARATI. | | |
| | (*i*) *Arithmetic.* | | |
| 1 | Bal Ganit, Book I, II .. | S. K. Patel .. | Gujjar Granth Ketna Karyalaya, Ahmedabad. |
| 2 | Vidyarthi Ganit, Part I .. | C. B. Bhatt .. | Chokshi Bros., Bala Hanuman, Ahmedabad. |
| 3 | Saral Uchha Ankganit .. | B. K. Patwa .. | S. B. Shah & Co., Ahmedabad. |
| 4 | Bal Ganit .. .. | M. B. Gandhi .. | Mangaldas & Sons, Surat. |
| 5 | Saral Bal Ankaganit .. | B. K. Patwa and V. D. Desai. | S. B. Shah & Co., Ahmedabad. |
| 6 | Ganit Vidyanan Multatve .. | C. K. Amin .. | Jeychand Talakchand & Sons, Bombay. |
| 7 | Ank Ganit, Part I .. | M. N. Lakdawala .. | Messrs. Karsondas & Sons, Surat. |
| 8 | Kanya Ganit, Part I and II .. | D. P. Bhojani and R. P. Anada. | Anada Book Depôt, Ahmedabad. |
| 9 | Marun Ganit Bal Varga and Standards I to IV. | Manubhai Shah and Chunilal Patel. | Karnatak Publishing House, Bombay 2. |
| 10 | Kamar Ganit, Part I, II and III. | R. P. Anada .. | Anada Book Depôt, Ahmedabad. |
| 11 | Kramik Kumar Ganit, Part I and II. | R. P. Anada and D. T. Bhojani. | Do. |
| 12 | Ank Ganit, Standard II and III. | L. R. Desai .. | Macmillan & Co. Ltd., Bombay. |
| 13 | Motun Ank Ganit .. | L. U. Travadi .. | Messrs. Karsondas Narandas & Sons, Surat. |
| 15 | Middle School Ankaganit .. | M. N. Lakdawala .. | Messrs. Karsondas Narandas & Sons, Surat. |
| 16 | Middle School Ankaganit for Standards I, II and III. | M. B. Shah .. | Macmillan & Co. Ltd., Bombay. |
| 17 | Anada Ganit .. .. | R. P. Anada .. | Anada Book Depôt, Ahmedabad. |

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| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | GUJARATI—*contd.* | | |
| | (*ii*) *Indian Accounts.* | | |
| 18 | Saral Deshinamani Padhdhti .. | P. K. Shah .. | S. B. Shah & Co., Ahmedabad. |
| 19 | Deshi Hishab, Part II .. | Vithaldas Dhanjibhai | Do. |
| 20 | Navin Bal Namun .. | Kanitlal and Someshwar. | Ishverlal Maganlal Shah, Book-Seller, Surat. |
| 21 | Namani Kala .. .. | Do. .. | Do. |
| 22 | Gharnun Namun .. .. | Do. .. | Do. |
| 23 | Kramik Kamun ke Anada Namun, Part I, II. | R. P. Anada .. | Anada Book Depôt, Ahmedabad. |
| 24 | Saral Kanyanamun .. | P. K. Shah .. | S. B. Shah & Co., Ahmedabad. |
| 25 | Saral Deshi Namun .. | D. T. Bhijani .. | D. T. Bhojani, Haveli Pole, Ahmedabad. |
| 26 | Saral Deshi Namun ane Vyaj | M. H. Shah and M. D. Patel. | Desai Book Depôt, Nadiad. |
| | (*iii*) *Geometry.* | | |
| 27 | Bhoomitinan Multatvo .. | B. K. Patel .. | Charotar Educational Society, Anand. |
| 28 | Bhoomitinan Multatvo, Book I | M. Pancholi .. | S. B. Shah & Co., Ahmedabad. |
| 29 | Navi Bhoomiti, Part I .. | B. S. Kotlekar and R. J. Gokhale. | Karsandas Narandas & Sons, Surat. |
| 30 | Kramik Bhoomiti ke Anada Bhoomiti, Part I, II, III. | R. P. Ananda .. | Anada Book Depôt, Ahmedabad. |
| 31 | Navin Bal Bhoomiti, Standard IV. | Kantilal and Someshwar. | Ishverlal Maganlal Shah, Book-seller, Surat. |
| | KANNADA. | | |
| 1 | Hosa Ankaganeeta, Part I .. | B. B. Mamadapur .. | M. R. Malliya. |
| 2 | Ankaganeeta, Part I .. | I. P. Nimbalkar .. | I. P. Nimbalkar. |
| 3 | Do. for Standard III | B. S. Purohit .. | Raghavendra Purohit. |
| 4 | Do. for Standard IV | S. P. Gaonkar .. | L. C. Hiregaudar. |
| 5 | Ganeeta Shikshaka .. | B. D. Hiremath .. | B. D. Hiremath. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | KANNADA—*contd.* | | |
| 6 | Ankaganeeta with Bhumiti for Standard II. | B. S. Purohit .. | Raghavendra Purohit. |
| 7 | Ankaganeeta for Standard III | S. P. Gaonkar .. | A. R. Shivanagappa, Hubli. |
| 8 | Do. for Standard IV .. | B. S. Purohit .. | Raghavendra Purohit. |
| 9 | Nutan Bala Ganeet for Standard III. | Ullal Mangeshrao .. | Bala Sahitya Mandal, Ltd. |
| 10 | Nutan Bala Ganeet for Standard IV. | Do. .. | Do. |
| 11 | Nutan Bala Ganeet for Standard V. | Do. .. | Do. |
| 12 | Bhumiti, Part I .. .. | C. S. Kulkarni .. | A. R. Shivanagappa, Hubli. |
| 13 | Hosa Sulabha Bhumiti .. | D. R. Kurandwad .. | D. R. Kurandwad. |
| 14 | Sulabh Bhumiti, Book I .. | J. G. Kulkarni .. | V. D. Mirasee for Jogal & Sons. |
| 15 | Hosa Bhumiti, Part I .. | P. S. Chandavarkar | Basel Mission Book Depôt. |
| 16 | Deshi Jamakharchina Paddati | V. C. Huli .. | S. S. Kulakarni. |
| 17 | Hosa Paddhatiya Prashneuttara Jamakharchu. | H. B. Betgeri .. | A. R. Shivanagappa, Hubli. |
| 18 | Deshiya Jamakharchu Pravesha | H. R. Kulkarni .. | Do. |
| 19 | Jamakharchu for Standard IV | G. J. Surpur .. | N. S. Shedbalkar. |
| 20 | Hinda Paddhatiya Jamakharchu, Part I. | H. B. Umadi .. | K. R. Kulkarni. |
| 21 | Hinda Paddhatiya Jamakharchu, Part II. | Do. .. | Do. |
| | URDU. | | |
| 1 | Jadid Silsila-e-Hisab, Part I .. | M. Ferozuddin .. | Ferozuddin & Sons, Lahore. |
| 2 | Do. Part II. | Do. .. | Do. |
| 3 | Do. Part III. | Do. .. | Do. |
| 4 | Do. Part IV. | Do. .. | Do. |
| 5 | Do. Part V.. | Do. .. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | URDU—*contd.* | | |
| 6 | Jadid Silsila-e-Hisab, Part VI .. | M. Ferozuddin .. | Ferozuddin & Sons, Lahore. |
| 7 | Do. Part VII | Do. .. | Do. |
| 8 | Do. Part VIII | Do. .. | Do. |
| 9 | Gulab Hisab, Part II .. | .... | Rai Saheb Munshi Gulab Sing & Sons, Lahore. |
| 10 | Do. Part III .. | .... | Do. |
| 11 | Do. Part IV .. | .... | Do. |
| 12 | Khazina-e-Hisab, Part II .. | Sufi Nazar Muhammad Sayyal. | Do. |
| 13 | Do. Part III .. | Do. .. | Do. |
| 14 | Do. Part IV .. | Do. .. | Do. |
| 15 | Jadeed Hisab II .. | Qazi Syed Mahmood Nawaz. | .... |
| 16 | Do. III .. | Do. .. | .... |
| 17 | Do. IV .. | Do. .. | .... |
| 18 | Do. V .. | Do. .. | .... |
| 19 | Do. VI .. | Do. .. | .... |
| 20 | Do. VII .. | Do. .. | .... |
| 21 | Jadeed Zabani Hisab .. | Do. .. | .... |
| 22 | Amali Hisab I .. | .... | Premier Publishing Co., Delhi. |
| 23 | Do. II .. | .... | Do. |
| 24 | Do. III .. | .... | Do. |
| 25 | Do. IV .. | .... | Do. |
| 26 | Mushar-rah Hisab I .. | S. M. Zaki .. | Kapoor Bros., Karachi. |
| 27 | Do. II .. | Do. .. | Do. |
| 28 | Do. III .. | Do. .. | Do. |
| 29 | Do. IV .. | Do. .. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | URDU—*contd.* | | |
| 30 | Mangal Ilmul Hisab I .. | Durga Pershad .. | Khadga Vilas Press, Patna. |
| 31 | Do. II .. | Do. .. | Do. |
| 32 | Do. III .. | Do. .. | Do. |
| 33 | Ilmul Hisab I .. | J. C. Chakerwarti .. | P. C. Dwadash Shreni & Co., Aligarh. |
| 34 | Do. II .. | Do. .. | Do. |
| 35 | Do. III .. | Do. .. | Do. |
| 36 | Do. IV .. | Do. .. | Do. |
| 37 | Hisab Mubtadi .. | Do. .. | Do. |
| 38 | Lower Primary Arithmetic .. | C. M. Sukul and A. M. Qureshy. | Do. |
| 39 | Upper Primary III and IV Arithmetic. | Do. .. | Do. |
| 40 | Jadeed Lower Primary Arithmetic I and II. | Chander Mool Sokal. | Narayan Publishing House, Lucknow. |
| 41 | Upper Primary Arithmetic III and IV. | Do. .. | Do. |
| 42 | Hindustani Standard, Hisab I | .... | New India Publishing Co., Lahore. |
| 43 | Do. II | .... | Do. |
| 44 | Do. III | .... | Do. |
| 45 | Do. IV | .... | Do. |
| 46 | Ilmul Hisab Standard II .. | Ram Lochan Saran and S. M. Muslim. | Pustak Bhandar, Patna. |
| 47 | Do. III .. | Do. .. | Do. |
| 48 | Do. IV .. | Do. .. | Do. |
| 49 | Do. V .. | Do. .. | Do. |
| 50 | Tajmahal Arithmetic II .. | Ram Lochan Saran and Durgaparshad. | Pustak Bhandar, Patna. |
| 51 | Do. III .. | Do. .. | Do. |
| 52 | Do. IV .. | Do. .. | Do. |
| 53 | Do. V .. | Do. .. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—contd.** | | |
| | URDU—*contd.* | | |
| 54 | Lower Primary Arithmetic II and III. | Ram Lochan and Ali Hasan. | Pustak Bhandar, Patna. |
| 55 | Upper Primary Arithmetic II and III. | Do. .. | Do. |
| 56 | Ilmul Hisab (Infant) .. | Edal Parshad Verma. | B. Kanyyalal, Booksellers, Jaipur. |
| 57 | Jadeed Ilmul Hisab I | Do. .. | Do. |
| 58 | Do. II .. | Do. .. | Do. |
| 59 | Do. III .. | Do. .. | Do. |
| 60 | Do. IV .. | Do. .. | Do. |
| 61 | Do. V .. | Do. .. | Do. |
| 62 | Do. VI .. | Do. .. | Do. |
| 63 | Silsilai Hisab I .. | Sukh Deo Panday .. | Macmillan & Co. |
| 64 | Do. II .. | Do. .. | Do. |
| 65 | Anwarul Hisab I .. | Lala Puran Chand Goil. | Educational Book Depôt, Jubbulpore. |
| 66 | Do. II .. | Do. .. | Do. |
| 67 | Do. III .. | Do. .. | Do. |
| 68 | Do. IV .. | Do. .. | Do. |
| 69 | Lower Primary Ilmul Hisab I | Sankhtaparshad Srivastava. | Do. |
| 70 | Do. II | Do. .. | Do. |
| 71 | Saeedi Arithmetic I .. | Motilal Gora .. | H. M. Saeed & Sons, Calcutta. |
| 72 | Do. II .. | Do. .. | Do. |
| 73 | Do. III .. | Do. .. | Do. |
| 74 | King George Arithmetic .. | H. L. Gaur and J. S. Verma. | Do. |
| 75 | Tasheelul Hisab .. | M. M. Shafiq Attar.. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Mathematics—concld.** | | |
| | URDU—*concld.* | | |
| 76 | Himayatul Hisab I .. | Gulam Rasool .. | Maktabae Ibrahimia, Hyderabad (Dn.). |
| 77 | Do. II .. | Do. .. | Do. |
| 78 | Do. III .. | Do. .. | Do. |
| 79 | Do. IV .. | Do. .. | Do. |
| 80 | Khursheed Arithmetic (Infant) | Q. Khurshid Ahmad. | Jafri Bros., Allahabad. |
| 81 | Do. I .. | Do. .. | Do. |
| 82 | Do. II .. | Do. .. | Do. |
| 83 | Do. III .. | Do. .. | Do. |
| 84 | Do. IV .. | Do. .. | Do. |
| 85 | Asan Hisab .. .. | B. Herbunsh Lal .. | Balshiksha Samiti, Bankipur, Patna. |
| 86 | Lower Arithmetic (Infant) .. | .... | Do. |
| 87 | Upper Arithmetic II .. | .... | Do. |
| 88 | Vernacular School Arithmetic I | Uphadia Bajpai Rajbareli. | .... |
| 89 | Do. II | Do. .. | .... |
| 90 | Pupils Arithmetic 1, 2 .. | P. L. Srivastara .. | National Press, Allahabad. |
| 91 | Shanti Press Arithmetic .. | B. Sri Chander Agerval. | R. S. Lala Ram Dayal, Allahabad. |
| 92 | Jadeed Zabani Hisab IV .. | .... | Thakur Das Anand & Sons, Ganpat Road, Lahore. |
| 93 | Do. V .. | .... | Do. |
| 94 | Do. VI .. | .... | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Science—contd.** | | |
| | MARATHI. | | |
| 1 | Sulabha Srishtinirikshan va Srishtidnyan Pustak Pahilen. | G. M. Suryavanshi .. | City Stores, Satara. |
| 2 | Sulabha Srishtinirikshan va Srishtidnyan Pustak Dusaren. | Do. .. | Do. |
| 3 | Sulabha Srishtinirikshan va Srishtidnyan Pustak Tisaren. | Do. .. | Do. |
| 4 | Sulabha Srishtinirikshan va Srishtidnyan Pustak Chouthen | Do. .. | Do. |
| 5 | Shastra va Nirikshan, Standard III. | K. V. Badekar, S. L. Dumbre Patil and U. N. Patil. | V. D. Mirasi for Jogal & Sons, 570, Shanwar, Poona 2. |
| 6 | Shastra va Nirikshan, Standard IV. | Do. .. | Do. |
| 7 | Shastra va Nirikshan, Standard V. | Do. .. | Do. |
| 8 | Shaleya Vidnyan (Standards VI and VII). | J. S. Medhekar, J. B. Kumthekar, S. L. Dumbre Patil and U. N. Patil. | Do. |
| 9 | Srishtinirikshan va Srishtidnyan, Standard I. | G. M. Ghule and Y. P. Gambhir. | P. B. Kale for Joshi Lokhande, 335, Shaniwar, Poona 2. |
| 10 | Srishtinirikshan va Srishtidnyan, Standard II. | Do. .. | Do. |
| 11 | Srishtinirikshan va Srishtidnyan, Standard III. | Do. .. | Do. |
| 12 | Srishtinirikshan va Srishtidnyan, Standard IV. | Do. .. | Do. |
| 13 | Srishtinirikshan va Srishtidnyan, Standard V. | Do. .. | Do. |
| 14 | Shastraparichaya (for Standards VI and VII). | Do. .. | Do. |
| 15 | Arogyapravesh lahan mulankarita. | G. M. Deshmukh .. | S. V. Damle, N. K. Publishing House, Navin Kitabkhana, Poona 2. |
| 16 | Arogyashastra, Bhag Pahila .. | Do. .. | Do. |
| 17 | Shalopayogi Arogyashastra, Bhag Dusara. | Do. .. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Science—contd.** | | |
| | MARATHI—*contd.* | | |
| 18 | Lahan Mulansathi Arogya-Parichaya. | Dr. V. N. Bhave .. | Karnatak Publishing House, Chira Bazar, Bombay 2. |
| 19 | Arogyadeep, Pustak Pahilen .. | Do. .. | Do. |
| 20 | Do. Pustak Dusaren .. | Do. .. | Do. |
| 21 | Mulanche Arogya .. | Dr. V. R. Bhusarath | K. B. Dhavale, Shri-samartha-Sajan, Benan Hall Lane, Girgaon, Bombay. |
| 22 | Bal Arogyashastra .. | Do. .. | Do. |
| 23 | Shastraparichaya (Marathi Standards VI and VII). | Y. P. Gambhir .. | D. S. Joshi and D. B. Lokhande, 335, Shaniwar, Poona 2. |
| 24 | Srishtinirikshan va Srishtidnyan, Standard V. | Do. .. | Do. |
| 25 | Srishtinirikshan va Srishtidnyan, Standard IV. | Do. .. | Do. |
| 26 | Srishtinirikshan va Srishtidnyan, Standard III. | Do. .. | Do. |
| 27 | Prathamik Shaleya Sulabha Shastriya Vidnyan. | D. S. Joshi .. | D. S. Joshi, 335, Shaniwar, Poona 2. |
| 28 | Srishtidnyan va Sulabha Krishi-Shikshan. | W. Burns adapted by S. B. Ranade. | Longmans Green & Co., Bombay. |
| 29 | Grihashikshanshastra .. | Y. K. Pathak and N. T. Padekar. | Y. K. Pathak, Shrigonde (Ahmednagar). |
| 30 | Grihashastra .. .. | Mrs. Ramabai Tambe | Karnatak Publishing House, Chira Bazar, Bombay 2. |
| 31 | Sharir-Sangopan-Shastra .. | D. B. Barve .. | D. B. Barve, Bhadgaon (East Khandesh). |
| 32 | Sulabha Arogyashastra .. | D. S. Joshi and D. B. Lokhande. | D. S. Joshi and D. B. Lokhande, Poona 2. |
| 33 | Shalopayogi Sulabha Arogya-shastra (Marathi V, VI and VII and English IV and V). | K. B. Babar, S. Dadamiya Ibrahim and H. G. Jadhav. | K. B. Babar, Poona, S. Dadamiya, Satara, and H. G. Jadhav, East Khandesh. |
| 34 | Bal Arogyashastra .. | M. K. Shirole .. | M. K. Shirole, 270, Bhamburda, Poona. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | Science—contd. | | |
| | MARATHI—*contd.* | | |
| 35 | Arogyashastracha Onama Athava Arogya-Vishyak Path. | T. G. Zope .. | M. K. and N. S. Nene, Jalgaon (East Khandesh). |
| 36 | Nisarga-Shastra .. | G. M. Chakradeo .. | G. M. Chakradeo, Training College, Sevasadan, Bombay, No. 7. |
| 37 | Sachitra Srishtividnyan, Bhag I | G. B. Modak .. | D. N. Moghe, School and College Book Stall, Kolhapur. |
| 38 | Arogyashastra va Grihashastra Standards V, VI and VII. | Bhanumati Pardeshi and Maltibai Pardeshi. | D. S. Joshi and D. B. Lokhande, 335, Shanwar, Poona 2. |
| 39 | Nisarga-Parichaya, Pustak Pahilen. | J. N. Karve, and V. N. Bhave. | Karnatak Publishing House, Chira Bazar, Bombay. |
| 40 | Srishtidnyan ani Padarthavidnyan, Pustak Tisaren. | B. L. Pathak, Bookseller and Publisher, Bombay No. 2. | B. L. Pathak, Bookseller, Moti Bazar, Bombay No. 2. |
| | GUJARATI. | | |
| 1 | Arogya Shikshan .. | H. A. Desai .. | Kladayata Book Depôt, Ahmedabad. |
| 2 | Shalopayogi Arogya Shastra .. | G. M. Deshmukh .. | Navin Kitabkhana, Poona. |
| 3 | Saral Shrushti Nirikshan .. | M. M. Dwivedi .. | Mangaldas & Sons, Surat. |
| 4 | Arogya Dip, Book I, II .. | Dr. V. N. Bhave .. | Karnatak Publishing House, Bombay 2. |
| 5 | Sulabh Arogya Sashtra .. | Devdas S. Joshi and D. B. Lokhande. | P. B. Kale, Joshi & Co., Ahmednagar. |
| 6 | Arogya Vignan Shastra .. | D. B. Barve and A. K. Vashi. | Barve, 802, Poona. |
| 7 | Pak Uttapatina Sidhdhanto .. | Kumar Shri Sursinhji | Longmans Green & Co., Ltd., Bombay. |
| 8 | Sulabh Vignanmala, Book I, II, III. | D. R. Joglekar and K. R. Sant. | Macmillan & Co., Bombay. |
| 9 | Arogya Darshan .. | R. C. Divan .. | Messrs. Karsondas Narandas & Sons, Surat. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Science—contd.** | | |
| | GUJARATI—*contd.* | | |
| 10 | Arogya Dipak .. .. | S. S. Parmar and M. G. Gima. | S. B. Shah & Co., Ahmedabad. |
| 11 | Vignanika, Part II .. | Atal .. | Gandiv Sahitya Mandir, Surat. |
| 12 | Vignan-na Saral Patho, Book I to IV. | B. K. Dave .. | General Book Depôt, Bombay. |
| 13 | Shrushti Vignan, Part I, II, III | Dr. Y. G. Naik .. | Do. |
| 14 | Saral Arogya Shastra .. | P. G. Gohil and D. N. Joshi. | M. Vakil Bros., Godhra. |
| 15 | Arogya Shikshak .. | N. V. Patel and V. L. Patel. | Natpur Book Depôt, Nadiad. |
| 16 | Arogya Shikshika .. | H. A. Desai .. | Khadayata Book Depôt, Ahmedabad. |
| 17 | Saral Arogya Vignan .. | Y. G. Naik .. | General Book Depôt, Bombay. |
| 18 | Arogya Vignan Pravesh Potni. | P. V. Desai .. | S. B. Shah & Co., Ahmedabad. |
| 19 | Gru Vignan Pravesh Pothi .. | Do. .. | Do. |
| | KANNADA. | | |
| 1 | Padartha Vidnyana Shastra, Part I. | K. N. Deshpande .. | Longman's Green & Co., Ltd., Bombay. |
| 2 | Rasayana Shastra, Part II .. | Do. .. | Do. |
| 3 | Pranarakshanaya Pratham Pustak. | N. Venkobacharya .. | Do. |
| 4 | Arogya Matte Maryade .. | P. A. Barnet .. | Do. |
| 5 | Sharira Sangopana Shastra .. | D. B. Barve .. | Messrs. Ramachandra, Belgaum, and D. B. Barve. |
| 6 | Sulabha Arogya Shastra .. | Messrs. D. S. Joshi and D. B. Lokhande. | Messrs. D. S. Joshi and D. B. Lokhande. |
| 7 | Arogya Shastra, Part I .. | G. M. Deshpande .. | V. B. Damble. |
| 8 | Do. Part II .. | Do. .. | Do. |

APPENDIX F—*contd.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Science—contd.** | | |
| | KANNADA—*contd.* | | |
| 9 | Prakarti Vimarshe .. | G. D. Amargolmath | G. D. Amargolmath. |
| 10 | Madariya Tota .. .. | Do. .. | Do. |
| 11 | Samanya Vijnanya, Part I (Manuscript copies). | M. R. Malliya and B. G. Naik. | Messrs. M. R. Malliya and B. G. Naik. |
| 12 | Samanya Vijnanya for Standard IV. | C. S. Kulkarni .. | C. S. Kulkarni. |
| 13 | Kindergarten Shikshaka (Manuscript copies). | I. N. Balabatti .. | I. N. Balabatti. |
| 14 | Garbha Ratnakar .. | Girijadevi Ichhangi-math. | Girijadevi Ichhangi-math. |
| 15 | Samanya Vijnanya for Standard I. | C. S. Kulkarni .. | H. R. Namavail. |
| 16 | Samanya Vijnanya for Standards II and III. | Do. .. | Do. |
| | URDU. | | |
| 1 | Asbaqul Ashya, I Standard .. | M. A. Jabbar Subhani. | Muktabai Ibrahimia, Hyderabad (Dn.). |
| 2 | Do. II Standard .. | Do. .. | Do. |
| 3 | Do. III Standard | Do. .. | Do. |
| 4 | Do. IV Standard .. | Do. .. | Do. |
| 5 | Jadid Ilmus Sehat .. | Munshi A. Rehman | .... |
| 6 | Nature Study and Science II .. | M. L. Bhargawa and G. S. Bhargawa. | Nand Kishore & Sons Bros., Benares. |
| 7 | Do. I .. | Do. .. | Do. |
| 8 | Jism-ki-Hifazat I .. | Dr. Ruth Young .. | Oxford University Press, Bombay. |
| 9 | Do. II .. | Do. .. | Do. |
| 10 | Zindagi aur Sehhat .. | .... | Ferozu ldin & Sons, Lahore. |
| 11 | Radio .. .. | Sirafuddin Zafar .. | Do. |
| 12 | Tandurusti Ki Pehli Kitab .. | .... | Macmillan & Sons, Bombay. |
| 13 | Hifze Sehat, Intizame Khana Dari. | Lala Hushmat Rai .. | Do. |

APPENDIX F—*concld.*

| Serial No. | Name of the book. | Name of the author. | Name of the publisher. |
|---|---|---|---|
| | **Science**—contd. | | |
| | URDU—*contd.* | | |
| 14 | Lower Primary, Nature Study | Ram Lochan Saran and Ali Hasan. | Pustak Bhandar, Patna. |
| 15 | Do. Hygiene .. | Do. .. | Do. |
| 16 | Upper Primary, Nature Study | Do. .. | Do. |
| 17 | Do. Hygiene .. | Do. .. | Do. |
| 18 | Ilme Hifzanus-sehat .. | Bihari Lal Saheb Bhatia and Premnath Saheb, Soori. | Longmans Green & Co., Bombay. |
| 19 | Physiology and Hygiene and First Aid to the Injured. | Asharfi Lal .. | Do. |
| 20 | Ilme Afalal Aza .. | Bihari Lal Saheb Bhatia and Premnath Saheb, Soori. | Do. |
| 21 | Children's Health, Book I .. | A. Doctor .. | Bal Siksha Samiti, Bankipur. |
| 22 | Modern Science, Reader I .. | S. Ali Raza and Hoti Lal. | H. M. Saeed & Sons, Calcutta. |
| 23 | Rafiqus-sehat .. .. | Maulvi M. Shafiq .. | Do. |
| 24 | Saedi Science Reader, III and IV. | A. Ali Raza .. | Do. |
| 25 | Usul-e-Tandurusti I for III and IV. | Hoti Lal Gaur .. | Do. |
| 26 | Dehati Science, I Part .. | .... | M. Ferozuddin & Sons, Lahore. |
| 27 | Do. II Part .. | .... | Do. |
| 28 | Do. III Part .. | .... | Do. |
| 29 | Do. IV Part .. | .... | Do. |
| 30 | Talime Sehhat .. | Shri Janki Saran .. | Ram Narain Lal, Allahabad. |
| 31 | Ilm Tabiat and Baghbani I .. | .... | National Press, Allahabad. |
| 32 | Do. . II | .... | Do. |
| 33 | Sehhate Niswan .. | Shrimati Praim Lata, Agarwal. | Do. |
| 34 | Asbaque Musha Hada ka Tariqe Talim. | Pt. Shanker Shukher Upadhya. | Bal Shiksha Samiti, Bankipore. |

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